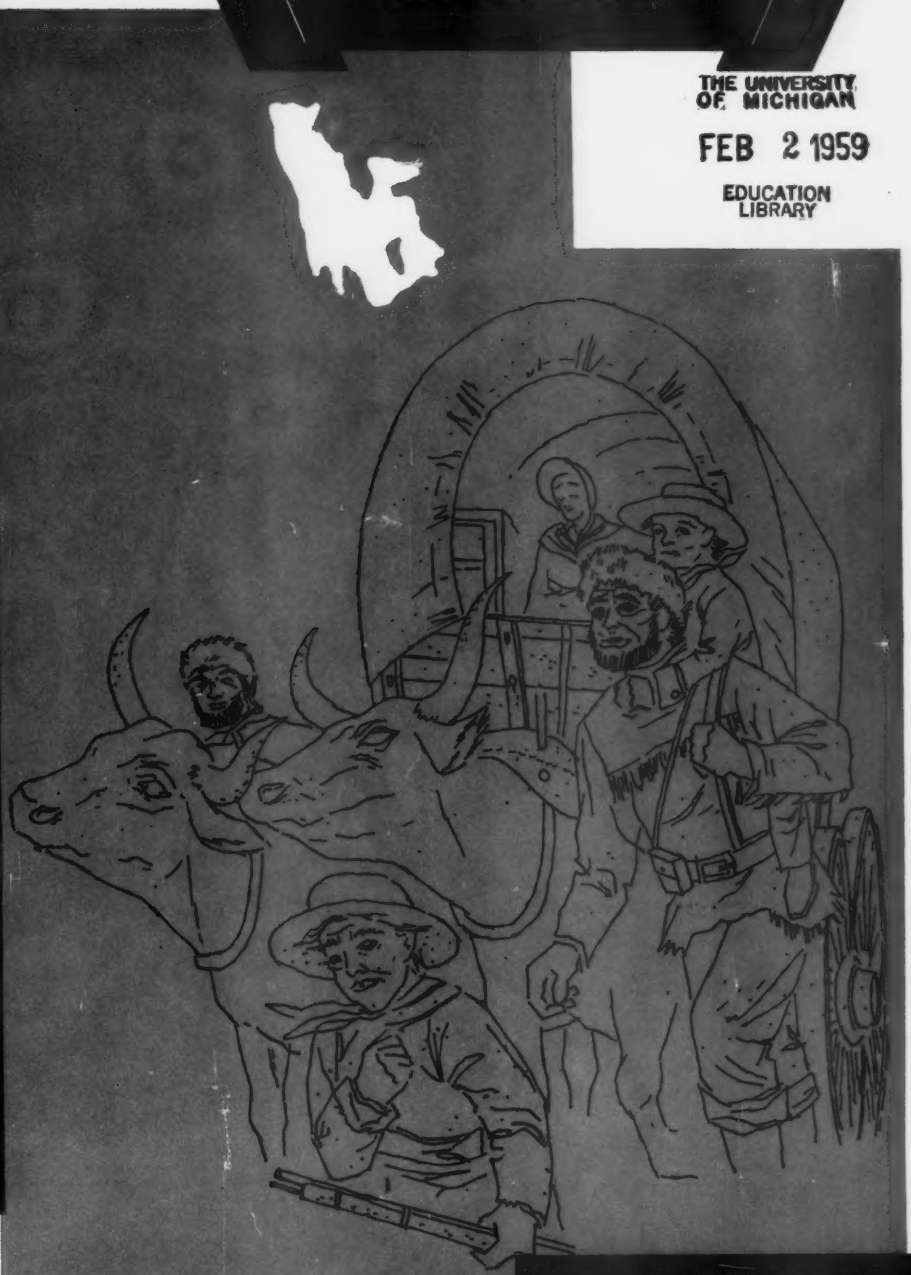
NOVEMBER, 1956

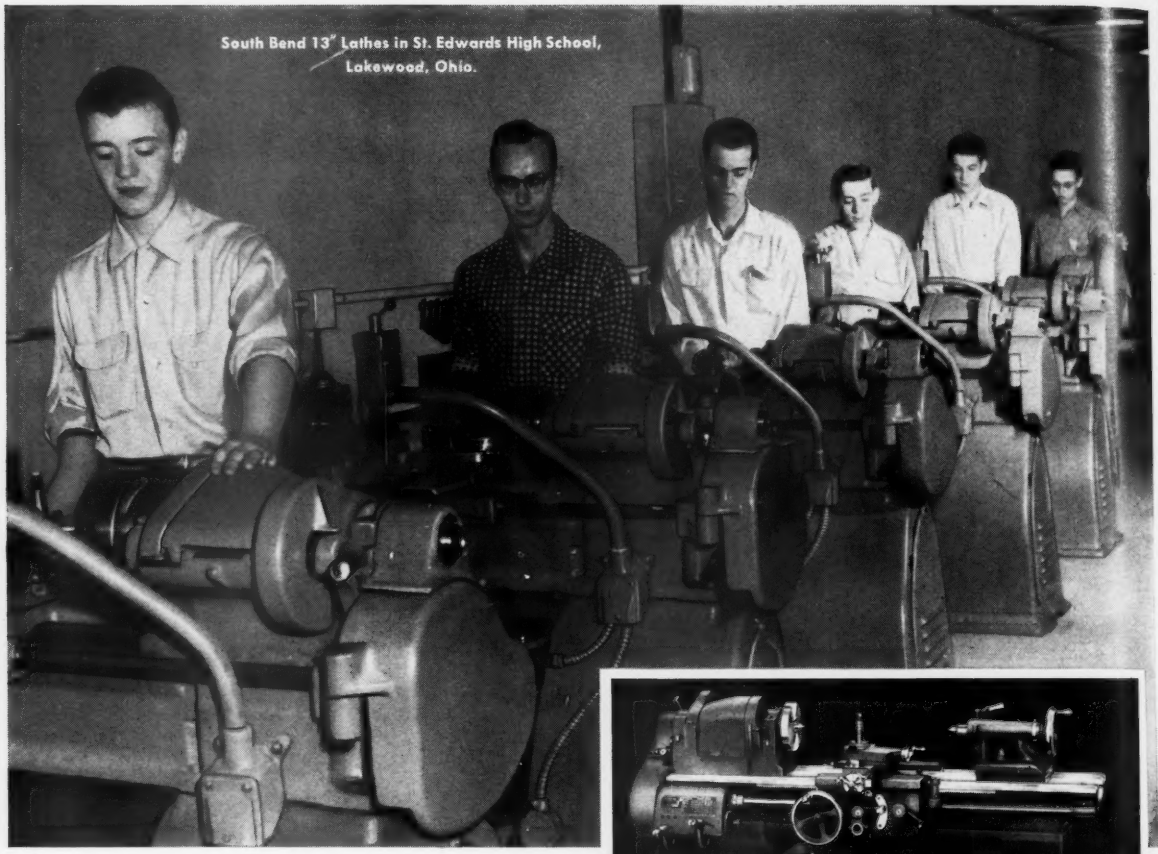
American VOCATIONAL Journal

THE UNIVERSITY OF MICHIGAN
FEB 2 1959
EDUCATION LIBRARY

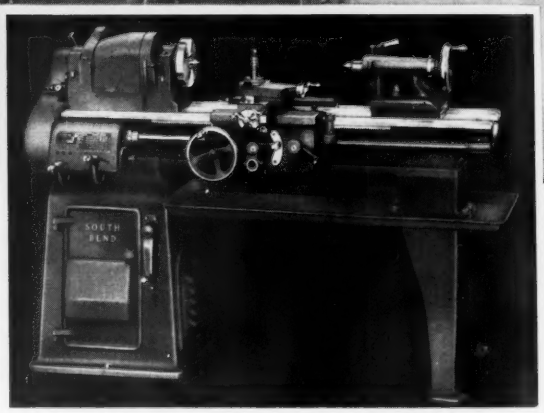


The Journal Salutes UTAH

1956 AVA CONVENTION PROGRAM



South Bend 13" Lathes in St. Edwards High School, Lakewood, Ohio.



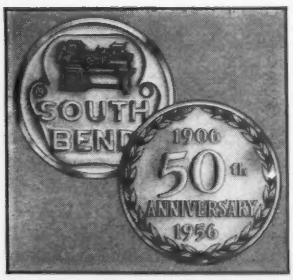
13" x 5' South Bend Engine Lathe (less electrical equipment) f.o.b. factory..... **$1586**

Long-Lasting Value

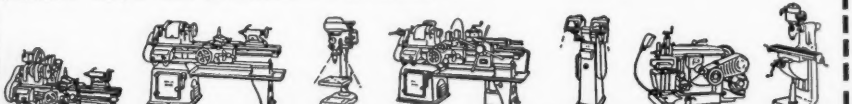
Look to the future and you'll appreciate the wisdom of choosing South Bend 13" Lathes for your shop.

Year after year they dependably serve with a minimum of maintenance even under extreme conditions. They also retain their accuracy because they are designed primarily for exacting industrial use. You'll find that, dollar-for-dollar, South Bend 13" Lathes give you more actual value. Send coupon today for complete information on all of South Bend's quality-built machine tools.

SOUTH BEND



PLEASE SEND INFORMATION CHECKED:



☐ 9" and 10" BENCH LATHES ☐ 10" to 16-24" FLOOR LATHES ☐ DRILL PRESSES ☐ ½" & 1" Collet TURRET LATHES ☐ TOOL GRINDERS ☐ 7" BENCH SHAPERS ☐ MILLING MACHINES

Name_____ School _____

City_____ State_____

Building Better Tools Since 1906 • **SOUTH BEND LATHE** • South Bend 22, Indiana

American VOCATIONAL Journal

Official Publication of the
American Vocational Association, Inc.
featuring exclusive coverage of vocational and industrial arts education

VOLUME 31 NUMBER 8 NOVEMBER 1956

Editor-in-Chief
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W., Washington 5, D. C.

Managing Editor
Dorothy Robinson Davis

Editorial Assistant
Eleanor Brooke

Editorial Board

Agriculture—George P. Deyoe
University of Illinois

Business—McKee Fisk
Fresno State College, Calif.

Distributive—William B. Logan
Ohio State University

Home Economics—Bernice McCullar
Georgia State Department of Education

Industrial Arts—William R. Mason
Cleveland, O., Board of Education

Trade & Industrial—Russell K. Britton
Denver, Colo., Board of Education

AVA Officers

President—J. F. Ingram
Alabama State Department of Education

Past President—Cecil E. Stanley
Nebraska State Department of Education

Treasurer—Charles W. Sylvester
6429 Blenheim Rd., Baltimore, Md.

Vice Presidents

Agriculture—R. E. Bass
Virginia State Department of Education

Business—Arthur L. Walker
Virginia State Department of Education

Distributive—Roy Fairbrother
Wisconsin State Dept., Voc'l and Adult Educ.

Home Economics—Dorothy S. Lawson
New York State Education Department

Industrial Arts—Shriver L. Coover
State Teachers College (California, Pa.)

Trade and Industrial—Samuel L. Fick
California State Department of Education

The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Orders for subscriptions for libraries and non-members at $3.00 a year should be sent to AVA headquarters, 1010 Vermont Ave., N.W.

Special Features

Guest Editorials 5
By Dr. E. Allen Bateman and Mark Nichols
The Journal Salutes Utah 7

The 50th Annual Vocational Meeting

Special Sesssions

Academic Teachers in Vocational Education 15
American Technical Education Association 16
Awards Session 14
Educational Television 15
General School Administrators Day 15
General Sessions 13
House of Delegates 14
International Education 17
National Association of State Directors of Voc'l Education 14
National Council of Local Administrators 16
Officers of Affiliated State Associations 17
Safety Education 29
The Ship's Program and AVA Dance 14
State and Local Board Members 15

Divisional Sessions

Agricultural Education 18
Business Education 20
Distributive Education 21
Guidance 22
Home Economics Education 23
Industrial Arts 24
Trade and Industrial Education 26
1956 Commercial Exhibitors 29
Puerto Rico Celebrates 31
By L. Garcia Hernandez

Regular Features

From the Nation's Capital 3
By Dr. M. D. Mobley
From the Office of Education 33
What AVA Has Done for You 34
Association News 35
People 37
Books and Bulletins 39

The Cover—

The first three photos at left show phases of Utah's gigantic copper mining industry. Alone, the Utah Copper Mine of the Kennecott Copper Corporation produces nearly one-third of the newly mined copper in the United States. The last photo is an aerial view of the famous Temple of the Queens, Bryce Canyon National Park.

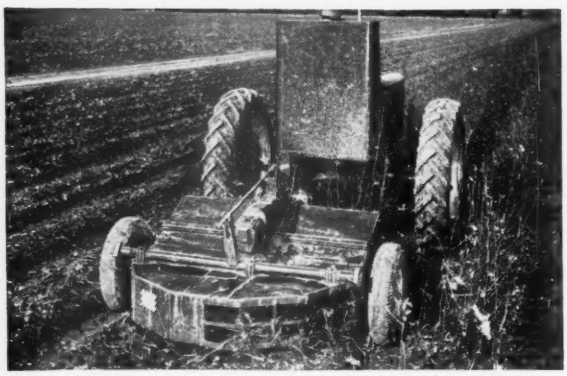
The artwork depicts the zeal of early Mormon pioneers who struggled west 100 years ago to colonize, with Brigham Young as their leader.

How the challenge of a varied and changing economy has been met in the "beehive state" is covered in the *Journal's* salute to Utah, pages 7-12.

Artwork and design for the Utah cover is by John Prezioso, Washington, D. C.

Fast-Hitch models with Hydra-Touch® control of transport and cutting height fit Farmall® 200, 300, 400, and International® 300 Utility tractors.

now! Cleaner cutting, finer stalk shredding with McCormick® No. 25 Rotary Cutter



Trailing models may be used with any 2-plow or larger tractor. All models cut 57 inches wide. Special driver shield affords the operator maximum protection.

You cut, shred, and spread stalks or brush, in one continuous operation, with a McCormick No. 25 rotary cutter. Finely shredded crop residues save hours of disking time, improve plowing cover, build soil humus, and contribute to a well-mulched seedbed. With new open-throat design, cutter knives slash tall, rank stalks before being knocked down.

Shredder attachment doubles shredding action. Two twisted knives on additional rotor arm cut and deflect stalks upward into regular cutting knives for extra-thorough shredding action. Stationary shredder arm, mounted on cutter housing, and rear grill further increase pulverizing action. Attachment is quickly removed for other jobs.

Enclosed gear drive turns on heavy-duty ball bearings in oil bath to minimize power requirement and assure longest life.

Your IH Dealer will demonstrate . . . see for yourself the superior cutting action of the new McCormick No. 25 rotary cutter! Available on the liberal IH Income Purchase Plan.

® SEE YOUR
INTERNATIONAL HARVESTER DEALER

International Harvester products pay for themselves in use—McCormick Farm Equipment and Farmall Tractors . . . Motor Trucks . . . Crawler and Utility Tractors and Power Units —General Office, Chicago 1, Illinois.

Send for FREE Catalog

International Harvester Company
Dept. AVJ-11, P.O. Box 7333, Chicago 80

Please send me full information about the new McCormick No. 25 Rotary Cutter.

Name_____ ☐ Student

Address_____

Post Office_____ State_____

My IH Dealer is_____

from the Nation's Capital

THIS MONTH WE ARE proud to salute the state of Utah. Few if any states have developed finer programs of education. Utah's people have staunchly supported the development of a sound total program of education. This has had real meaning for Utah's youth.

Vocational and practical arts education has had special emphasis and outstanding leadership in Utah. In the past 15 years two Utah men, L. E. Humphrey and Mark Nichols, have served as President of the AVA.

For profitable and interesting reading, we recommend the Utah story.

THE '56 CONVENTION

The complete program for the Golden Anniversary Vocational Convention, St. Louis, December 3-7, is included in this JOURNAL.

More than 400 participants will contribute to the many programs that are scheduled. Some days, as many as 25 different meetings will run concurrently.

The scores of people who have planned the St. Louis convention have made every effort to schedule top-flight speakers and program participants. We have every assurance that this will be one of the best, if not the best, AVA Convention, with a record attendance and commercial exhibit display.

The convention program is included in this issue so that AVA delegates may determine in advance the meetings they will prefer to attend. AVA members who cannot attend will want to study the topics slated for discussion. In general, topics for divisional meetings are current issues that merit national attention.

AMERICAN EDUCATION WEEK

November 11-17 has been named the 36th Annual *American Education Week*. With *Schools for a Strong America* as an overall theme, each day will have a specific slogan. One will be *Schools for Trained Manpower*. Vocational education must certainly have special attention on this day. The security and well being of the nation is tied inseparably to the skill and productivity of the masses. Vocational education is one of the important tools for making the people skilled and productive.

Throughout the world two ideologies battle for the minds of men today. Communist-dominated countries, through research, technology and manpower training, are desperately trying to overtake the United States and other advanced capitalist nations in production per man. Some top governmental leaders believe this is as great a threat to free world security as stockpiling atomic and other weapons.

Soviet Russia's dramatic progress in research and education holds serious implications for American civilization. In the years ahead we must not slacken for a day our efforts to expand and improve vocational, technical and scientific education if we are to maintain our lead in the production and distribution of goods.

Vocational educators should take advantage of the promotional possibilities that *American Education Week* offers. The tremendous importance of the program should be publicized in every community in the nation.

MASSACHUSETTS

Congratulations to the Commonwealth of Massachusetts for its celebration of 50 years of progress in vocational education.

The Honorable Christian A. Herter, Governor, is to be commended for issuing a proclamation designating October 21-27 as *Vocational Education Week* in Massachusetts. The October JOURNAL included the full statement.

Massachusetts has maintained an outstanding program for many years.

MEMBERSHIP

To prevent interruption in receiving issues of the JOURNAL, check immediately on your membership status. Unless your membership dues are received in the AVA office by December 15 there will be an interruption in your service.

The January JOURNAL, which will cover the Golden Anniversary Convention, will go only to those who have paid dues for the new year. Current membership dues for the new year are ahead of the last year's total at this time.

We urge AVA members everywhere to find one new member during the month of November. As you increase membership in your professional organization, you strengthen its voice.

PUERTO RICO

Lorenzo Garcia Hernandez, a great vocational leader, tells of the splendid program in the Commonwealth of Puerto Rico and the role Smith-Hughes funds have played in its development, page 31.

It was my pleasure to visit among the gracious and hospitable people of Puerto Rico two years ago. During my stay there I had an opportunity to see at first hand many vocational and practical arts programs. Puerto Rico's teachers and officials are to be commended as they observe the 25th anniversary of federal funds for their program.

YOU AND THE AVA

We hope you will read carefully *What AVA Has Done For You*, page 34. The year 1956 has been a landmark in vocational education's 50 years of progress. The AVA has been responsible for spearheading remarkable developments in the program. This means that vocational and practical arts educators throughout the nation have been working and pulling together.

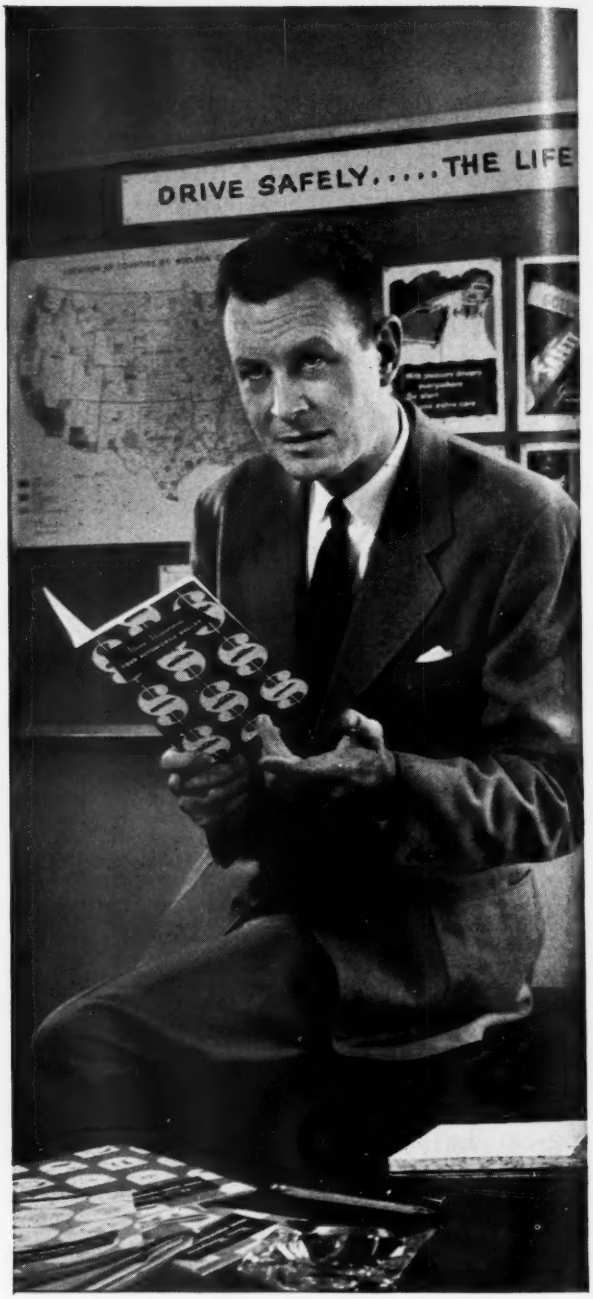
I believe that we are on the threshhold of an exciting period of new growth. But remember always that future support of the program is dependent, in large measure, on state associations and the AVA.

In a democracy such as ours the progress of any program, regardless of its worth, depends to a great extent on keeping lawmakers informed as to needs. This can best be accomlished through building and maintaining strong local, state and national organizations.

W. D. Mobley

Executive Secretary and Editor-in-Chief

NEW BOOKLET GIVES ADDED DIMENSION TO YOUR DRIVER TRAINING CLASSES!



As a teacher of driver training, you will find this new booklet very helpful in broadening your subject area. It's called "Your Automobile Dollar" and it is the first booklet of such scope ever published.

Since the automobile moved into the food-clothing-shelter level of important family expenditures, your students now need help in learning to think intelligently about the expenses of buying, insuring, operating, and maintaining a car.

You will find "Your Automobile Dollar," published by the Money Management Institute of Household Finance Corporation, to be excellent teaching material along these important lines. It discusses all the aspects of buying a new or used car, paying for it within a budget, selecting proper equipment, insuring it, and keeping operating expenses down. This new booklet is completely objective and authoritative. It was prepared with the cooperation of many authorities in the automobile industry. It is the first and only booklet of its kind available. Send for your complimentary copy today!

This booklet is made available to teachers as a part of Household Finance Corporation's broad program to provide expert financial guidance to American families.

MONEY MANAGEMENT INSTITUTE
HOUSEHOLD FINANCE
Corporation

MONEY MANAGEMENT INSTITUTE
HOUSEHOLD FINANCE CORPORATION, DEPT.
PRUDENTIAL PLAZA, CHICAGO 1, ILLINOIS

☐ Please send me a complimentary copy of "Your Automobile Dollar" and a free copy of the Money Management Program folder that describes all your booklets and filmstrip lectures.

☐ Please send me _____ additional copies of "Your Automobile Dollar" at ten cents each for my students.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

SCHOOL OR ORGANIZATION _____

GUEST EDITORIALS

Dr. E. Allen Bateman,
Utah State Superintendent
Of Public Instruction

UTAH IS THE MINERAL treasure house of America. Her vast resources of coal iron, copper, uranium and other minerals have scarcely been tapped. In addition, there are great quantities of oil and natural gas which will be utilized in the future.

The Colorado River with its electrical potential has been as a sleeping giant up to the present. Huge dams, exceeding half a billion dollars in cost will be erected on the Colorado during the next quarter of a century. A number of them will be built within or very near the borders of Utah. These dams will make additional water available for irrigation and will bring thousands of thirsty acres under cultivation at a time when America's increasing population will need more food resources.

With these resources at hand, Utah is destined to grow industrially at an ever increasing rate in the immediate future. The state's traditional agrarian economy is rapidly changing to one with a distinct industrial complexion. These industrial and agricultural opportunities in Utah mean more jobs for more people.

While material items are necessary for a prosperous economy, Utah citizens have long recognized that the basic resources in its economic structure are trained minds, skilled hands and understanding hearts. Vocational education makes an important contribution to these basic resources.

In scope, Utah's vocational program is at present in the upper quartile among the states with regard to per capita enrollments. Plans are under way to increase the facilities for trade and industrial education in keeping with the state's industrial expansion. The program of distributive education continues to increase in scope with emphasis on the tourist trade. Citizens of Utah have always recognized the home as the most important social institution and programs of home economics always play an important role in Utah's vocational education offerings. Vocational agriculture continues to feature post high school courses in attempting to meet the needs of farmers.

Vocational education workers in Utah feel honored at the opportunity of having Utah's program featured in this issue of the AMERICAN VOCATIONAL JOURNAL.

MARK NICHOLS, UTAH STATE DIRECTOR, VOCATIONAL EDUCATION

IN SEPTEMBER 1954 the President of the United States asked all Governors to join him in bringing about the "most thorough, widespread and concentrated study the American people have ever made of their educational problems." He stated further that, "This study is necessary, I believe, to make citizens realize the importance of immediate and continued action if we are to have agencies that contribute to a well-educated nation."

The White House Conference on Education held in December 1955 was a result of this call by President Eisenhower. The fourth of the 15 educational objectives adopted at this great conference is a challenge to all of us engaged in vocational education. It asks the public schools of America to provide, "Vocational education tailored to the abilities of each pupil and to the needs of the community and the nation."

Never before has the American public become more aroused and cognizant of the importance of a sound educational program as a bulwark to our national welfare.

Twelve million high school youth are knocking at the doors of tomorrow's opportunities. Many millions of adults are seeking help which will improve their skills and understandings in this ever changing world of work.

Vocational education is in a most favorable position to render additional services to both youth and adults. An adequate program of financing, however, is necessary to do this. Indeed there are few problems in vocational education that money will not solve.

Utah's teachers and supervisors of vocational education appreciate the financial contributions from local, state and national sources which underwrite the program. They are cognizant of the money grants which are annually made in terms of the federal Smith-Hughes and George-Barden Acts. These help to make possible a vocational program in which one out of every twenty-nine persons in the state were enrolled last year. The demands for additional vocational education programs in Utah are great. Hope is expressed that Congress may favorably consider an area vocational school bill next year. Financial support from such a bill would aid greatly in meeting the additional needs of Utah's vocational program, to help it attain the goal enumerated in objective number four of the White House Conference on Education, as well as fulfilling President Eisenhower's hope for a "well educated nation."

Vocational education workers in Utah are most appreciative of the many contributions made to them by the American Vocational Association and especially for the professional up-grading suggestions received in the pages of the JOURNAL.

Next Month—

AVA presents the Golden Anniversary Issue of the *American Vocational Journal*. Features will include a comprehensive history of the total field of vocational and practical arts education and separate histories of each of the program's phases: Agricultural education, business education, distributive education, home economics education, industrial arts, and trade and industrial education.

Months in the making, the December *Journal* will be a treasured addition to your professional library. Extra copies may be ordered now at $1 each.

Announcing the 11th Annual

FORD INDUSTRIAL ARTS AWARDS PROGRAM

. . . an exciting nationwide awards program for students and teachers

A unique opportunity. Now's the time to interest your industrial arts and vocational students in one of the greatest opportunities offered them each year: Ford's big, exciting I.A.A. Program.

Win national acclaim—cash prizes! I.A.A. is the only program giving national recognition to talented industrial arts and vocational students and their teachers. In addition, it offers students a chance to compete for cash prizes. Special prizes will go to the 18 entries showing greatest creative design and ingenuity. Trophies will be awarded schools who have a first-place winner. And—for the 32 Outstanding Achievement Award winners *and their teachers,* event-packed 3-day all-expense trips to Detroit.

Hometown recognition, too. I.A.A. has come a long way in establishing local exhibits for local projects. A good chance to show the people in your town the work you and your students are doing! These exhibits, known as Student Craftsmen's Fairs, were held successfully in 41 principal cities last year. Initial judging takes place at these fairs; final judging in Dearborn. *Why not hold a fair in your area this year?* To help you do it, we've prepared a special pamphlet full of useful ideas—yours for writing us at the address below.

Practically any industrial arts project made by students in the 7th through 12th grades can be entered. Complete information is contained in the 1957 Rules Booklet, which with entry blanks, should reach you by mail by Dec. 1. If you fail to receive yours, you may obtain one by writing Ford Industrial Arts Awards, 3000 Schaefer Road, Dearborn, Michigan.

FORD MOTOR COMPANY

THE JOURNAL SALUTES UTAH

—where the vocational program keeps pace with exciting industrial growth. Tops in education, the Mormon State has advocated skills training for a century.

UTAH'S HISTORY HAS been closely tied to the purposes of vocational education, even though the formal terminology may not have been used. Brigham Young, colonizer of Utah and president of its dominant Mormon Church for 30 years, was outspoken in his advocacy of training in skills essential to needs of the day. Because of geographic isolation, Utah's early objective was to make itself entirely self-sustaining. To reach this goal would require skills of the highest order.

The state's economy, varied widely over its 100 years, has undergone drastic changes recently. How, and to what extent the challenge is being met by vocational education is mentioned, at least, in the reports presented here.

Prior to 1940, the economy hinged largely on agriculture and metal mining. Other industry was limited to processing in these two fields. All this time, there lay buried within Utah's 85,000 square miles the greatest assortment of metals and other minerals to be found in any comparable area in the United States.

World War II changed the picture. In an incredibly short time, Utah became an important industrial state. It continues to grow and change.

MINERAL RESOURCES

There are some 200 known minerals, metallic and non-metallic, reported in Utah, most of them of commercial value. That Utah is a major producer of strategic uranium ore is widely known.

It is also a major producer of the five most important non-ferrous metals: copper, gold, silver, lead and zinc, and second only to Arizona in copper production, second only to the famed Homestake mine in gold. While its total output of these five metals is second highest in the country, Utah is the only state among the top half-dozen producers of each. The state's mineral production approximates $250 million a year.

This eminence in metals may be attributed to the Utah Copper Mine of the Kennecott Copper Corp., a vast open cut operation, largest in the world. Alone it produces nearly one-third of the newly mined copper in the United States – 181,000,000 pounds in the first third of 1956. Gold—160,500 ounces in the first four months of this year – is but one valuable by-product.

The great Geneva Steel works of the United States Steel Co. employs several thousand Utah people. Such essential raw materials as iron ore, coal, limestone and dolomite are found nearby in adequate quantity. This operation, growing steadily, is diversifying its products. During the first third of 1956, it produced steel ingots and castings at the rate of more than 1,800,000 tons a year.

One year Utah produced one out of every 100 turkeys in the United States. A turkey cooperative thrives in Moroni as the result of vo-ag teachers' plans.

Another major new Utah industry is the production and refining of petroleum, with widely scattered oil wells, pipe lines and refineries.

Great potential lies in the vast deposits of asphalt, gilsonite, phosphate, magnesium salts, salt, coal and oil shale. The coal reserves are estimated in excess of two hundred billion tons.

AGRICULTURE

Agriculture, still one of Utah's three main sources of income, faces a tough restriction in the scarcity of irrigation water. With only 2½ per cent of Utah irrigated, farm production is remarkable.

Farms here never were large, but it is almost legendary locally that as each generation ends the farms are divided, again and again. In their size today it requires a high degree of training in intensive farming to keep them self-sustaining.

Most Utah farms are in 200 miles of green valleys along the west side of the Wasatch Mountains. Irrigation provides the lifeblood of these farms. The cultivated valleys along the mountains receive only about 15 inches of precipitation a year. The rest of the water required in the summer comes from snow melting on the mountains. The first irrigation practiced by Anglo-Saxons in North America was done by the Mormon pioneers at Salt Lake Valley.

Utah's main farm products are (1) turkeys and poultry products;

(2) dairy products; (3) lambs and wool. Major crops are alfalfa, sugar beets, potatoes, and several kinds of fruit. Fur farming is becoming important in the state.

MANUFACTURING, PROCESSING

The most important benefits of the Geneva Steel plant, and of Kennecott Copper Corp.'s new refinery, is their continuing attraction to fabricators needing steel or copper for their products.

Manufacturing and processing now constitute Utah's top source of income and both are growing. The diversity of skills required in industry today has changed completely not only job opportunities but training needs as well.

The Upper Colorado River Project, recently made into law by Congress, holds untold promise. It guarantees Utah a share of Colorado Basin water and promises power that may revolutionize industry in all eastern Utah.

TOURIST POTENTIAL

Utah is a panorama of topographical variety – towering mountains, rivers and lakes, national forests, highland farm lands, deserts and fantastic geological formations. It is a scenic wonderland with its multicolored Bryce Canyon and Zion National Parks and nine national monuments. The Great Salt Lake is renowned as a place where the bather floats like a cork.

In historic interest, too, Utah fascinates the traveler with its Mormon temples, shrines, landmarks and ghost towns. Here, at the crossroads of the Intermountain West, lies a potential tourist Mecca.

Vocational education is lending a potent hand in raising the tourist dollar income.

UTAH'S PEOPLE

Through continuing vicissitudes, not easy to bear, Utah has kept its goals high in education and other culture. Its pioneers cherished a burning desire that their children should enjoy educational advantages denied the parents. For the fifteenth straight year, Utah leads the nation in the percentage of college-age (18-21) men and women in institutions of higher learning. Half of Utah's 18-to-21 age group – 3.3 per cent of the population—is in college, against a national average of 1.6 per cent.

The recent White House report shows Utah as the only state spending more than 4 per cent of its income on elementary and secondary education. In most categories, Utah is listed in the top bracket in educational accomplishment, despite the fact per capita income is below the national average.

The same exceptional record carries into vocational training. In fiscal 1955-56, with more than 30,000 enrolees, Utah stands fourth in the United States in its population ratio of enrollees in this program.

AGRICULTURAL EDUCATION

Vocational agriculture in Utah is taught in 46 high schools and two area vocational schools for high school post-graduates. The philosophy of training present and future farmers has always been uppermost in the minds of supervisors and teacher trainers.

Utah has but 25,000 farms, a high percentage worked only part-time. Only 3.2 per cent of the state is tilled and only two-thirds of this irrigated. It requires about two acre feet of irrigation water an acre to help the rain produce abundant crops. About five acres of mountain water shed above an elevation of 7,000 feet are needed for sufficient water to irrigate an acre in the valley.

The pioneers usually settled on alluvial fans at the mouth of canyons. By cooperative effort, they diverted the canyon streams onto thirsty acres to help make "the desert blossom as a rose." As a result, most farmers now live in small, clustered communities amidst farmlands.

Cattle and sheep graze on mountain and desert ranges.

Three-fourths of Utah is still owned by the United States Government. Under permits, ranchers may graze a designated number of animals in national forests and the publice domain. Public and privately owned range lands add materially to farm income.

Limits on water and land keep Utah farmers constantly alert to the importance of efficiency in producing high quality farm products. And so vocational agriculture training is prized. Here are two examples:

In 1939, the Future Farmers of the South Emery chapter organized a fat cattle show in their range cattle community. They cooperatively purchased a pure bred Hereford bull for $3,000, a tremendous price at the time. Its progeney showed promise. Interest became so contagious, evening classes in beef improvement were held. South Emery cattle are now considered the best in Utah. Many of the Future Farmers who started the show became pure bred Hereford breeders. The show, now held annually, does much to keep interest high in quality production.

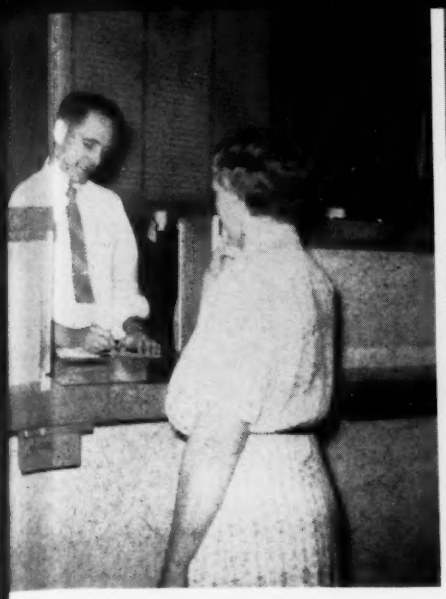
The Jordan High School vocational agriculture teacher has conducted outstanding adult courses in mink production and marketing for years, and the pelts have steadily improved. Numerous young farmers are now in the business, still attending classes, annually marketing thousands of pelts. They declare these adult courses have put more dollars in their pockets through increased "know how."

Most Utah farmers look upon vocational agriculture training as an important economic resource. Its contribution in developing skills and understandings basic to wise management is well recognized. Vocational teachers have stressed cooperation and leadership as vital to the program. The following are examples of this fact.

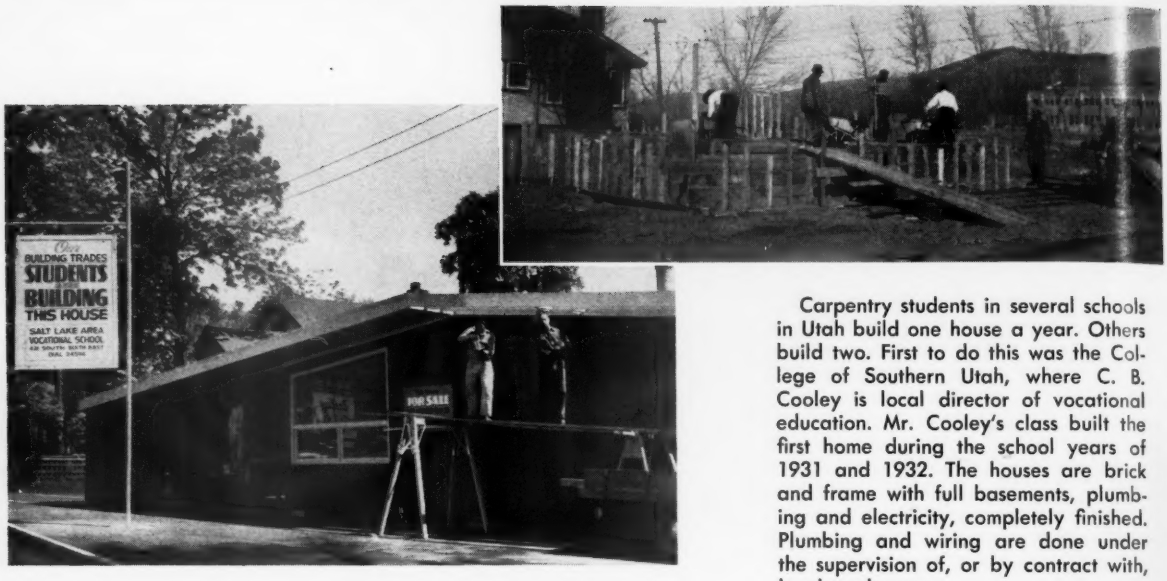
The vocational agriculture teachers in Moroni (population 1,200) have stressed turkey production since 1930. Disease had wiped out the sugar beet industry. Farmers, young farmers and Future Farmers have discussed turkeys in vocational classes for 25 years. The result: A thriving turkey cooperative which owns its hatchery, feed mill and dressing plant. In one recent year, it produced one of every 100 turkeys in the United States. Over 95 per cent of the feed used is shipped into the community from many areas. In Moroni, "turkey know-how" is rightfully attributed to vocational agriculture education.

Two years ago, the North Sevier Chapter of Future Farmers leased a half section of range land from the U. S. Forest Service for a cooperative project. The chapter buys about 30 head of cattle each spring to graze on the range. The cattle, branded FFA on the left ribs, are rounded up periodically and weighed. Gains are charted as a basis of study. This project provides a fine learning opportunity as well as recreation in a scenic mountain setting.

The Parowan Chapter has paid for an irrigated farm of 120 acres. A flock of pure bred Hampshire sheep is maintained on the farm, operated under the direction of chapter offi-



Vocational education in Utah serves 30,000 youth. Here students are shown in active pursuit of learning in distributive and agricultural education, practical nursing, homemaking, industrial arts, trades and industry.



Carpentry students in several schools in Utah build one house a year. Others build two. First to do this was the College of Southern Utah, where C. B. Cooley is local director of vocational education. Mr. Cooley's class built the first home during the school years of 1931 and 1932. The houses are brick and frame with full basements, plumbing and electricity, completely finished. Plumbing and wiring are done under the supervision of, or by contract with, local tradesmen.

cers. This chapter has been awarded state recognition for outstanding cooperative activities.

Many other departments have been unusually progressive in mutual endeavors. The South Cache chapter was the regional winner of the American Institute of Cooperation award in 1955.

The Utah Young Farmer Association has been operating since 1938. About half its departments have young farmer programs, and it sponsors an annual convention and a young farmer tour. It acclaims the "Young Farmer of the Year" and the "Chapter of the Year" and awards "Master of Farming" certificates to young farmers for high standards.

Utah Future Farmers started awarding a citation and a plaque to six outstanding farmers in six enterprise or leadership areas in 1955. Presentation is made at the annual state conventions of these groups.

Receipts from productive enterprise projects of Utah Future Farmers in 1955 totaled $1,650,680.26. These boys completed 22,644 farm improvement projects and 25,496 supplementary farm practices.

Enrollments in vocational agriculture in 1955-56 were 3,265 high school students, 495 young farmers and 979 adult farmers.

Vocational agriculture in Utah has always been dedicated to increasing production and marketing efficiency. Cooperation, community service and leadership "know how" are held to be important in the lives of farmers, fostering maximum proficiency and good citizenship, as well.

BUSINESS EDUCATION

Distribution of goods and services has for the first time emerged as the nation's largest employer. Production, so many years the big boss, now is second. To anybody who believes training should bear a direct relationship to job opportunities, distributive education offers a bonanza.

With more people engaged in distribution and with the customer cracking the whip in a buyer's market, business leaders are revising their thinking. Within the new concept, a primary requirement for distributive occupations is training in human relations. All phases of distribution face ruthless competition, and the need for upgrading is apparent.

New needs in business have broadened the scope and versatility of distributive education. For too long the program identified itself largely with retail selling. That still is vital, but distributive education now meets needs of all distributive occupations, including financial and service institutions.

A major business problem is the need for ambitious junior executives capable of climbing management's ladder. Big business today demands that its executives be competent in human relations. This concept has developed so suddenly, management eagerly seeks all the help offered by distributive education in the reorientation of its executive thinking.

Utah, developing a sound course in this field, has added prestige to the vocational program.

Management is ransacking the business world for people who can give understandable orders, issue directives and write effective business letters – all grouped under the term "Communications." While automation has become a production must and new thinking permeates most business, the art of communication still wanders along a buggy behind a horse. Highly diverse businesses are now availing themselves of distributive education's up-to-the-minute instruction in communications.

Utah, endowed with scenic grandeur and historic significance, is now out to corral tourist income commensurate with its tourist attractions. Its major problem is to keep the traveler longer in the area. The state is the greatest crossroads in the Intermountain West, but far too many travelers race through, enroute to other vacation destinations.

Pursuading the traveler to tarry is the job of an informed and enthusiastic citizenry. As far back as 1939, distributive education classes were set up to teach Utahans about their state and its tourist potential. The courses have been revised consistently to keep abreast with latest thoughts and practice.

So long as people are interdependent, every skill can be improved through the understanding and practice of sound human relations.

High school study, in all its divisions, is permeated with the urgency

for skill in handling fellow citizens.

In the adult field, Utah's largest enrollments are in such intensive courses as Human Relations in Selling. Any skill can be made more valuable through greater human understanding and perspective.

Utah's high school programs in distributive education are designed to give seniors mature attitudes and understandings before their first job, and to make them realize they are in grim competition with older, more experienced people the day they start work. Courses are comparable to those used in adult upgrading, but the methods and media are designed to fit the age and receptivity of high school seniors.

As in other phases of education, statistics in distributive education are favorable to this state. Utah is *highest* in the United States in its ratio of distributive enrollees to the state's population. Further, due to high enrollments and sound administration, Utah is second lowest in the country in its cost per trainee. Here, however, quality never has been sacrificed to fiscal savings.

Cattle and sheep graze on mountain and desert ranges in Utah. Ranchers graze a designated number of animals in national forests and the public domain, under permits. Three-fourths of the state is still owned by the United States government.

The photo above shows some of the panoramic beauty that is characteristic of the Mormon State. Topographical variety—mountains, rivers, lakes, forests, deserts, highland farm lands, and geological formations—lends added splendor to breathtaking scenic wealth.

HOMEMAKING EDUCATION

Homemaking education in Utah served some 5,000 boys and girls and 7,000 men and women last year.

The broad program and wide variety of activities of this family centered instruction helps individuals create better homes and more satisfying family lives. The program, affecting the mental, emotional, physical and spiritual growth of the individual, emphasizes not only a satisfying life for the individual but for members of his family as well. Skills and understandings are developed to contend with changing social and economic conditions and to master the actual environment of families today.

Vocational and non-vocational programs at junior and senior high schools, held during winter and summer in modern, well equipped departments, provide home practice and home experience activities.

Planning and equipping new departments and modernizing old ones is being emphasized. Cooperative planning by superintendents, principals, homemaking teachers, architects, and the state director of home economics has resulted in up-to-date homemaking departments which effectively serve local needs.

Curriculum development work, involving all the state's homemaking teachers as working committee members, is a major activity directed by a State Curricula Committee. It includes an analysis of the old course of study guide, the development of a philosophy, and summer workshops where scope and sequence and basic plan and form are conceived. Actual units are also written and evaluation procedures worked out.

Coordination of activities in home, school and community is being developed through 53 active Future Homemakers of America chapters, with over 3,000 members. The chapters center programs around home and family under the leadership of local, regional and state officers. The state organization, which participates in all national and regional meetings, has provided two scholarships each year since 1953 to train young women to be home economics teachers. The first Betty Crocker winner of 1955, a former state organization vice president, is training to be a home economics teacher.

About Utah . . .

One of the Rocky Mountain States, Utah is named for a tribe of Indians called the *Ute*, or *Eutaw*, which means those who dwell high up. Mormon pioneers called the region *Deseret*, a term that means *honeybee* in the Book of Mormon. As a result, Utah has become popularly known as the Beehive State.

On July 24, 1847, travel weary Mormon pioneers looked down into the Great Salt Lake Valley from a mountainside. It has been reported ever since that Brigham Young, their great leader, said, "this is the place."

Natural beauty and the fact that Utah has almost 300 days of sunshine each year have made it a popular vacation state. It ranks 38th in population, tenth in size. Largest cities are Salt Lake City, 182,121; Ogden, 57,112; Provo 28,937; and Logan 16, 832.

Staffing homemaking departments with qualified teachers is a major problem as is providing present teachers, aid "on the job." To help solve these problems, the state staff works closely with the three higher institutions in the development of teacher and in-service training.

The homemaking adult program is broad. It includes adult classes and study groups; family life institutes, community programs in home and family life education, workshops for adult teachers and leaders, and educational programs for parents with exceptional children. Five areas of family living were emphasized this past year: family clothing, improvement of home and surroundings, family relations and child development, family food and management, and family health.

Utah's vocational homemaking program grows stronger daily in the abiding belief that family experience is life's most powerful force in the shaping of personality and the developing of human values.

INDUSTRIAL ARTS

Manual training programs were common in Utah academies even before there were public secondary schools. Industrial arts is a natural outgrowth of the manual training of a generation ago. While certain values were evident in the original manual training philosophy, teachers today are prone to discount its overall worth when compared to the industrial arts of the present.

Today's program is primarily one of general education, instructing boys and girls in skills and knowledges useful for everyday living. It also serves as a foundation for those who later enter vocational training for trades and industries. Fundamentally, industrial arts acquaints the student with planning and design, selection of materials, and tool processes. It does not produce skilled craftsmen nor does it prepare directly for jobs. These exploratory experiences, however, provide an insight into the industrial and technical aspects of manufacturing and consumer purchasing. Through its facilities and expanding programs, industrial arts enriches the education of secondary school youth. It also prepares students to meet adult responsibilities in the world today.

Utah's overall program is divided into a junior high and a senior high curriculum. One city also has an energetic elementary program. Most small schools are organized on the general shop concept, providing experiences in four or more areas. The unit shop plan is used in larger schools, on a unit basis.

In recent years, industrial arts training has continued to increase and improve. In 1950 there were 121 junior and senior high schools teaching industrial arts with 171 teachers. In 1956, these were 145 schools and 226 teachers – the latter figure showing a 32 per cent increase. There also has been a 20 per cent increase in facilities and new buildings in the last six years. Approximately 20,000 secondary students were enrolled in industrial arts courses last year.

All but one of the 40 school districts have industrial arts departments. When present remodeling is completed, this final district will participate on a limited basis.

Utah is one of 16 states with a State Supervisor of Industrial Arts. Back in 1945, Utah became the fourth state in the nation to have such an executive.

Utah State Agricultural College the Brigham Young University, the teacher training institutions for industrial arts, are turning out enough teachers to meet the state's demand.

Professional growth among teachers is stimulated by a fall and spring convention of the Utah Industrial Arts Association. Twelve areas hold regular teacher upgrading meetings. The area president represents his group on the executive committee of the state association. Such leadership activities aid materially in professional improvement.

TRADE AND INDUSTRIAL

Trade and industrial education in Utah usually follows high school. The state's eight area programs for industrial subjects are handled in two vocational schools, five junior colleges, and one high school.

The two vocational schools are in the university communities of Salt Lake City and Provo, offering entirely trade and industrial education terminal courses. The five junior colleges have vocational departments devoted to trades and industry. Each of these serves two to eight school districts. Only one high school offers reimbursable courses.

The vocational schools and college departments are set up so that 11th and 12th graders may attend the vocational classes and return to high school for graduation. High school students get credit for certain classes toward graduation. About 5 per cent of the vocational class enrollment is high school students.

Day school programs are offered in 16 major trades. The evening school covers 35 occupations. Industrial forging students, taught by a country blacksmith, are snapped up by heavy industry throughout the Intermountain area.

Urban vocational schools have growing programs in supervisory personnel development. The Utah plan for supervisory training, developed for World War II production and adapted to civilian use, has found wide acceptance all over the world.

Public service classes, operated directly through school districts, train firemen, law enforcement officers, school and public buildings custodians, city and county officials and supervisors, and foods workers.

Under the State Plan, the area vocational school has first responsibility for offering instruction. For areas beyond commuting distance for trainees the state supervisor of trade and industrial education works out cooperative programs with local school boards and superintendents.

Trade and industrial education is financed by state funds either through direct appropriation to schools and junior colleges, or through minimum state aid to students in school districts. Monies provided the State Board for vocational education, and federal funds, supplement local outlays for instruction and supervision in acceptable classes.

Utah is one of the few states where carpentry students build a home during training. Several schools build one house a year – others build one every two. First to do this was the College of Southern Utah, where C. B. Cooley is local director of vocational education. Mr. Cooley's class built the first home during the school years of 1931 and 1932. The houses are brick and frame with full basements, plumbing and electricity, completely finished. Working with a community advisory committee, he provides instruction for students in all building trades. Plumbing and wiring are done under the supervision of, or by contract with, local tradesmen.

Two vocational schools are enlarging facilities. A third is building an entire new shop. In the 1950-1960 decade, nearly every institution is expanding trade and industrial education facilities.

Surveys show 80 to 90 per cent of placement in the occupation for which students were trained, or in a closely related field. A 1955 survey showed more than 75 per cent of the students finding placement in Utah.

A study of vocational education in trade and industrial occupations was made in 1955-56 by a citizen's committee of 20, appointed by the State Board for Vocational Education. Findings indicate there will be a continuous growth and expansion in this field for 20 years if education meets the demands of the growing economy. How well the schools will do this depends on the efficiency of their state and local administrators and on how abundantly vocational training is financed.

The 50th Annual Vocational Meeting

50 Years of Progress

St. Louis, Mo. December 3-7, 1956

Opening General Session

Wednesday, Dec. 5, 10:30 A.M.

Platform Guests: Life Members and Members of the Executive Committee of the American Vocational Association, Inc.

Opening of the Meeting: J. FRED INGRAM, President, American Vocational Association, Inc., and State Supervisor of Trade and Industrial Education, Montgomery, Ala.

Invocation: DR. WESLEY H. HAGER, Pastor, Grace Methodist Church, St. Louis, Mo.

Presiding: SHRIVER L. COOVER, AVA Vice President for Industrial Arts, Education, and Director, Industrial Arts Department, State Teachers College, California, Pa.

Introduction of Platform Guests:

Welcome to St. Louis: PHILIP J. HICKEY, Superintendent of Instruction, St. Louis, Mo.

Adults—Products of Vocational Education—Speak: What Home Economics Has Meant to Me—MRS. FREDERICK C. WIERICHS of Macon, Mo., representing home economics education. Introduction by DOROTHY S. LAWSON, AVA Vice President for Home Economics Education, and State Supervisor for Home Economics Education, Albany, N. Y.

What Agricultural Education Has Meant to Me—LOUIS HUFFMAN, Powell, Ohio, representing Agricultural Education. Introduction by R. E. BASS, AVA Vice President for Agricultural Education, and State Supervisor for Agricultural Education, Richmond, Va.

What Business Education Has Meant to Me—MRS. MARY R. TAYLOR, Chief Operator, Illinois Bell Telephone Company, Alton, Ill., representing business education. Introduction by ARTHUR L. WALKER, AVA Vice President for Business Education and State Supervisor for Business Education, Richmond, Va.

Introduction of Guest Speaker: ROY FAIRBROTHER, AVA Vice President for Distributive Education and State Supervisor of Distributive Education, Madison, Wis.

Address: BENJAMIN C. WILLIS, General Superintendent of Schools, Chicago.

Second General Session

Thursday, Dec. 6, 10:30 A.M.

Platform Guests: Past Presidents of American Vocational Association, Inc., and Presidents of Affiliated State Associations.

Opening of the Meeting: J. FRED INGRAM, President, American Vocational Association, Inc., and State Supervisor of Trade and Industrial Education, Montgomery, Ala.

Invocation: REV. JAMES T. CURTIN, Superintendent of Catholic High Schools, St. Louis, Mo.

Presiding: R. E. BASS, AVA Vice President for Agricultural Education.

Introduction of Platform Guests:

Greetings: HUBERT WHEELER, Commissioner of Education, State of Missouri.

Adults—Products of Vocational Education—Speak: What Distributive Education Has Meant to Me—ETHEL M. AUSTIN, owner of Ethel M. Austin Hostess Accessories, Meridien, Conn., representing distributive education. Introduction by ROY FAIRBROTHER, AVA Vice President for Distributive Education.

What Industrial Arts Education Has Meant to Me—MRS. BIRDIE POLSTER, St. Louis, Mo., representing industrial arts. Introduction by SHRIVER L. COOVER, AVA Vice President for Industrial Arts.

What Trade and Industrial Education Has Meant to Me—HORST E. GLAGOWSKI, National Cash Register Company, Dayton, Ohio, representing trade and industrial education. Introduction by SAMUEL L. FICK, AVA Vice President for Trade and Industrial Education, and Chief, Bureau of Industrial Education, Sacramento, Calif.

Introduction of Guest Speaker: ARTHUR L. WALKER, AVA Vice President for Business Education, and State Supervisor of Business Education, Richmond, Va.

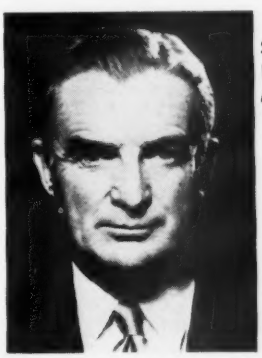
Address: HONORABLE STUART SYMINGTON, United States Senator from Missouri

House of Delegates

First Session

Wednesday, Dec. 5, 8:00 P.M.

Presiding: CECIL E. STANLEY, AVA Past President and Assistant Com-



Stuart Symington, U. S. Senator from Missouri

Benjamin C. Willis, General Superintendent of Schools, Chicago, Ill.

missioner of Education in Charge of Vocational Education, Lincoln, Neb.

Address: J. FRED INGRAM, President, American Vocational Association, Inc.

Report of the Executive Secretary: M. D. MOBLEY

Report of the Treasurer: CHARLES W. SYLVESTER

House of Delegates

Second Session

Friday, Dec. 7, 9:00 A.M.

Presiding: J. FRED INGRAM, President, American Vocational Association.

Roll Call of Delegates

Minutes of Atlantic City, New Jersey, 1955 AVA Convention: M. D. MOBLEY, Executive Secretary, AVA.

Report of Committees

Unfinished Business

New Business

Report of Resolution Committee

Report of Nominating Committee

Election of Officers

Awards Session

Friday, Dec. 7, 10:30 A.M.

Opening the Meeting: J. FRED INGRAM, President, American Vocational Association, Inc.

Presiding: SAMUEL L. FICK, AVA Vice President for Trade and Industrial Education

Presentation of Life Membership Certificates: M. D. MOBLEY, Executive Secretary, American Vocational Association, Inc., and others

Presentation of Special Awards

National Association of State Directors of Vocational Education

Monday, Dec. 3, 9:00-10:00 A.M.

Presiding: WESLEY P. SMITH, President, National Association of State Directors of Vocational Education, Sacramento, Calif.

Invocation

Remarks by the President

Roll Call

Introduction of New State Directors

Introduction of Guests

Welcome to Missouri—H. PAT WARDLAW, State Director of Vocational Education, Jefferson City, Mo.

10:00 A.M.-12:00 Noon

Discussion Leader: JOHN M. LOWE, Member of Executive Board, Charleston, West Virginia

Topic: Legislation Affecting the Further Development of Vocational Education

Analysis of New Legislation—JAMES H. PEARSON, Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C.

Discussion from the floor

Analysis of Pending Legislation—M. D. MOBLEY, Executive Secretary, American Vocational Association, Washington, D. C.

Discussion from the floor

Monday, Dec. 3, 1:30-4:30 P.M.

Presiding: J. E. HILL, Member of the Executive Board, Springfield, Ill.

Discussion Leader: J. B. PERKY, Stillwater, Okla.

Topic: Expanded Vocational Activities Through Additional Funds Resulting from Vocational Education Legislation for the Fishing Industry—HERMAN MILLER, Olympia, Wash.

Discussion from the floor

Developments Resulting from Full Appropriation of George-Barden Act—J. R. CULLISON, Phoenix, Ariz.

Discussion from the floor

Developments Resulting from Practical Nurse Training Legislation—A. E. ROBINSON, Baton Rouge, La.

Discussion from the floor

Tuesday, Dec. 4, 9:00-10:00 A.M.

Presiding: H. E. MAULDIN, Member of Executive Board, Jackson, Miss.

Discussion Leader: A. R. BUNGER, Denver, Colo.

Topic: Considerations of Revised Policy Bulletin and Progress Report of Federal Policy Bulletin Revision—Representative, Vocational Education Division, U. S. Office of Education, Washington. D. C.

Discussion from the floor

The Ship's Program and AVA Dance

Thursday, Dec. 6, 7:30 P.M.

Salute to AVA Officers and Members by the Ship's Crew

Presiding: J. F. INGRAM, President, American Vocational Association, and State Supervisor of Trade and Industrial Education, Montgomery, Ala.

Introduction of Ship's Captain, ROBERT STUCKER, The Hardwood Corporation of America, Asheville, N. C., by LOWELL A. BURKETT, Assistant Executive Secretary, American Vocational Association, Washington, D. C.

Welcome: CAPTAIN STUCKER

Introductions by CAPTAIN STUCKER:

LOIS CORBEIL, Chairman of Citation Committee, A. B. Dick Company, Chicago, Ill.

DAVE MCCARL, Deck Officer, American Technical Society, Chicago, Ill.

Introduction by DECK OFFICER MCCARL

—The Ships Crew

Distribution of the Ship's Plunder—Part I. Opening of the Ship's Treasure Chest.

The Ship's Entertainment: Introduced by DECK OFFICER MCCARL

Distribution of the Ship's Plunder—Part II.

The Confederates—International Champions, S.P.E.B.S.Q.S.A., Inc. Introduced by REX SULLIVAN, Assistant State Supervisor of Trade and Industrial Education, University of Alabama, University, Ala.

Distribution of the Ship's Plunder—Part III.

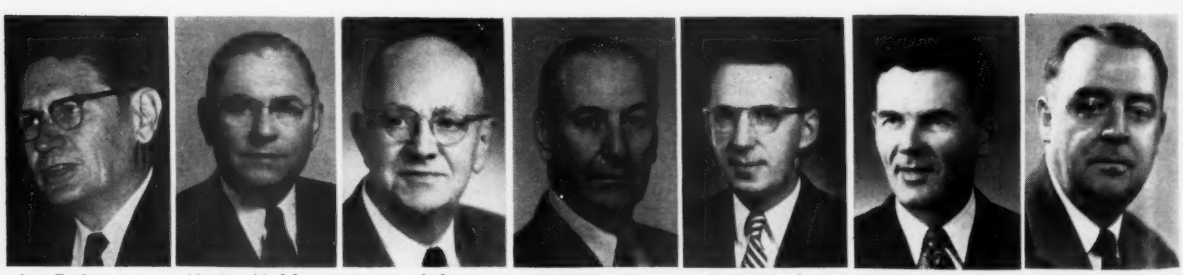
Award: The Ship's Citation, LOIS CORBEIL, Chairman, Citation Committee.

10:00-10:30 P.M.

Informal Reception: Members of the AVA Executive Committee will greet convention delegates and guests.

11:00 P.M.-1:00 A.M.

Dance: Music by Warren Bills and his band.



J. F. Ingram M. D. Mobley C. W. Sylvester R. C. Stucker L. A. Burkett H. P. Wardlaw J. E. Kuehner

Robert Howey W. F. Rasche L. E. Peterson P. J. Hickey Marie Huff Hubert Wheeler C. L. Wetzel

10:15-11:45 A.M.

Discussion Leader: O. I. PAULSON, Salem, Ore.

Topic: Accreditation of Vocational School Programs, Existing Accreditation Agencies and Their Evaluation of Vocational Programs—O. I. PAULSON, Salem, Ore.

Evaluation and Accreditation of Area Vocational Schools and Other Vocational Training Programs—JAMES L. PATTON, Frankfort, Ky.

Discussion from the floor

Tuesday, Dec. 4, 12:30 P.M.

State Director's Luncheon

Presiding: WESLEY P. SMITH, President

Speaker: ROBERT A. WHITNEY, President, National Sales Executives, Inc., New York, N. Y.

Tuesday, Dec. 4, 2:30 P.M.

Presiding: WESLEY P. SMITH, President
Business Meeting

Wednesday, Dec. 5, 12:00 Noon

Luncheon

State Directors of Vocational Education and State Supervisors of Trade and Industrial Education

Chairman: L. A. MITCHELL, JR., Manager, Product Education and Training, General Motors Corporation

Sponsored by the Automobile Manufacturers Association

State and Local Board Members

Thursday, Dec. 6, 2:00 P.M.

Chairman: IRMA H. FRIEDE, Member, St. Louis Board of Education, and Past President, Missouri School Boards Association

Forecasting the Trends in Vocational and Technical Education—JAMES H. PEARSON, Assistant Commissioner of Vocational Education, U. S. Office of Education, Washington, D. C.

Panel Discussion: The Responsibility of Boards of Education in Developing Policies to Meet These Trends

Moderator: JAMES H. PEARSON

Panel:

In the Rural Areas—T. A. HAGGARD, Member of Missouri State Board of Education, Steele, Mo.

In Towns and Small Cities—C. R. WRIGHT, Administrative Assistant, Alton Public Schools, Alton, Ill.

In Large Cities—C. L. WETZEL, Director of Teacher Training, St. Louis Vocational and Technical Schools, St. Louis, Mo.

Discussion from the floor

Host: GEORGE A. KERCHER, President, Missouri School Boards Association, and Vice President, Clayton Board of Education, Clayton, Mo.

Recorder: MAURICE STEWART, State Supervisor of Industrial Education, Jefferson, City, Mo.

General School Administrators Day

Wednesday, Dec. 5, 12:30 P.M.

Luncheon at O'Fallon Technical High School, 5101 Northrup Avenue. Bus transportation from 14th St. entrance, Kiel Auditorium to O'Fallon Technical High School will be provided at 12:00 Noon.

Chairman: PHILIP J. HICKEY, Superintendent of Instruction, and President-Elect, American Association of School Administrators, St. Louis, Mo.

Speaker: JOSEPH R. STROBEL, Assistant Commissioner of Education, Albany, N.Y.

Topic: Technical and Vocational Education, 1956

2:00-4:00 P.M.

Tour of the New O'Fallon Technical High School

4:00-5:00 P.M.

Panel Discussion: Technical and Vocational Education in Missouri

Panel:

State Wide Program—H. PAT WARDLAW, State Director of Vocational Education, Jefferson City, Mo.

Large City Schools Program—JAMES A. HAZLETT, Superintendent of Schools, Kansas City, Mo.

Small City Schools Program—ROI S. WOOD, Superintendent of Schools, Joplin, Mo.

Large Town Program—FRANK HEAGERTY, Superintendent of Schools, Lebanon, Mo.

Small Town Program—ROY E. TAYLOR, Superintendent of Schools, Herculaneum, Mo.

County Wide Program—WARD E. BARNES, Superintendent of Schools, Normandy, Mo.

Discussion Leader: JOSEPH R. STROBEL

Host: CARL BROWN, Assistant Principal, O'Fallon Technical High School, St. Louis, Mo.

Recorder: E. W. ALEXANDER, Principal, O'Fallon Technical High School, St. Louis, Mo.

Educational Television

Thursday, Dec. 6, 2:00 P.M.

Chairman: WILLIAM F. RASCHE, Director, Milwaukee Vocational and Adult Schools, Milwaukee, Wis.

Theme: Educational Television — An Indispensable Tool for Vocational Educators

Educational Television Meets Basic Vocational Needs—GEORGE L. ARMS, Station Operations Manager, Station KETC, St. Louis, Mo.

Television and Adult Education—RAYMOND H. WITTCOFF, Vice President, Caradine Hat Company, St. Louis, Mo.; Member of St. Louis Educational Television Commission; Member of Board of Directors, Educational Television and Radio Center, Ann Arbor, Mich.

How Station KETC Serves the Schools —CLAIRE R. TETTEMER, Director of School Programs, Station KETC, St. Louis, Mo.

General Discussion led by GEORGE L. ARMS

Academic Teachers in Vocational Education

Wednesday, Dec. 5, 8:15-10:00 A.M.

Chairman: C. L. WETZEL, Vocational Teacher Trainer, O'Fallon Technical High School, St. Louis, Mo.

Theme: Role of the Academic Teacher in Vocational Education.

English in the Vocational School — GERTRUDE SCHUNK, Head of English Department, O'Fallon Technical High School, St. Louis, Mo.

A Program of Academic Subjects in the Vocational High School—RUTH S. LAPE, Assistant Principal, Central Vocational High School, Cincinnati.

What Industry Wants in the Academic Department of Our Vocational and Technical High Schools—DAVID H. NICHOLSON, Personnel Consultant, Nicholson—Kohn and Associates, St. Louis, Mo.

Discussion Leader: ERNEST J. SIMON, Director, Technical Institute of the University of Southern Illinois, Carbondale, Ill.

Host: ROBERT BAKER, Director, Franklin Trade School, Joplin, Mo.

Recorder: E. C. RALSTON, Director, Lead Belt Area Trade School, Bonne Terre, Mo.

National Council of Local Administrators of Vocational Education and Practical Arts

Sunday, Dec. 2, 7:30 P.M.

Chairman: REX H. SMELSER, President, National Council of Local Administrators of Vocational Education and Practical Arts, and Director, Sowela Vocational-Technical School, Lake Charles, La.

Round Table Discussion: Current Problems of Local Directors of Vocational Education

How Can Your Executive Council Help to Promote Vocational Education—Meeting of Executive Council, National Council of Local Administrators of Vocational Education and Practical Arts. All members are invited to attend.

Host: CHARLES W. PATRICK, Assistant Superintendent, San Diego Public Schools, San Diego, Calif.

Recorder: ROBERT A. MELLMAN, Secretary, National Council of Local Administrators of Vocational Education and Practical Arts, and Director of Vocational Education, Easton, Pa.

Monday, Dec. 3, 8:30 A.M.

Joint Meeting with American Technical Education Association and National Association of State Supervisors of Trade and Industrial Education

Chairman: LORENZO E. PETERSON, President, American Technical Education Association, and Director, Technical Division, Weber College, Ogden, Utah

Exploring Needs for Technical Education—JOHN P. WALSH, Chief, Trade and Industrial Education Service, U. S. Office of Education, Washington.

Growth in Technical Occupations in the Industrial Pattern of the Nation—SEYMOUR L. WOLFBEIN, Chief, Division of Manpower and Employment Statistics, U. S. Department of Labor, Washington, D. C.

Panel Discussion

Moderator: BYRL R. SHOEMAKER, State Supervisor of Trade and Industrial Education, Columbus, Ohio

Panel Members

THOMAS A. BELL, Director of Vocational Education, Shelby County, White Haven, Tenn.

JOSEPH WOLBER, Cass Technical High School, Detroit, Mich.

WM. F. FENNINGER, Chief, Bureau of Trade and Technical Education, Albany, N. Y.

Host: MERTON C. WHEELER, Director of Industrial Education, Jefferson City, Mo.

Recorder: HARRY LEWIS, Coordinator of Curriculum Development, Vocational High School Division, New York, N. Y.

Monday, Dec. 3, 2:00 P.M.

Chairman: GEORGE W. MORGENROTH, Vice President, National Council of Local Administrators of Vocational Education and Practical Arts, and Director, Essex County Vocational Schools, Newark, N. J.

Future Needs to Be Met by Vocational Education—JAMES H. PEARSON, Assistant Commissioner of Vocational Education, U. S. Office of Education, Washington, D. C.

Discussion

Hostess: RUTH S. LAPE, Assistant Principal, Central Vocational High School, Cincinnati, Ohio.

Recorder: WALLACE A. STEVENSON, Director of Industrial Education, East Alton, Wood River High School, Wood River, Ill.

Tuesday, Dec. 4, 9:00 A.M.

Joint Meeting with National Association of Industrial Teacher Educators and National Association of State Supervisors of Trade and Industrial Education

Chairman: EDWARD K. HANKIN, Head, Trade and Industrial Education, Florida State University, Tallahassee, Fla.

Theme: Professional Growth

The Point of View of a State Supervisor—LOUIS A. MCELROY, State Supervisor of Trade and Industrial Education, Phoenix, Ariz.

FLOYD L. BARLOGA,
U.S. Office of Education, will interview candidates for overseas assignments throughout convention week

The Reactions of a Local Administrator—R. W. BARDWELL, Director of Vocational and Adult Education, Madison, Wisc.

Contributions of Teacher Education—MELVIN L. BARLOW, Supervisor, Trade and Industrial Teacher Training, University of California, Los Angeles, Calif.

Panel Members

HAROLD F. GRAEME, State Supervisor of Trade and Industrial Education, Montpelier, Vt.

KARL KLUGE, Acting Administrative Director of Vocational Education, Tacoma Vocational Technical School, Tacoma, Wash.

ELROY W. BOLLINGER, Professor, State Bureau of Vocational Curriculum, Development and Industrial Teacher Training, New York, N. Y.

Host: RUSSELL K. BRITTON, Administrative Assistant, Curriculum Division, Denver, Colo.

Recorder: E. M. CLAUDE, State Supervisor of Trade and Industrial Education, Springfield, Ill.

Tuesday, Dec. 4, 12:30 P.M.

Luncheon and Business Meeting

Chairman: REX H. SMELSER, President, National Council of Local Administrators of Vocational Education and Practical Arts, and Director, Sowela Vocational Technical School, Lake Charles, La.

Tuesday, Dec. 4, 2:00 P.M.

Meeting of New Officers and Executive Council

Recorder: ROBERT A. MELLMAN, Secretary, National Council of Local Administrators of Vocational Education and Practical Arts, and Director of Vocational Education, Easton, Pa.

American Technical Education Association

Monday, Dec. 3, 8:30 A.M.

Joint Meeting with National Association of State Supervisors of Trade and Industrial Education and National Council of Local Administrators of Vocational Education and Practical Arts

Chairman: LORENZO E. PETERSON, President, American Technical Education Association, and Director, Technical Division, Weber College, Ogden.

Exploring Needs for Technical Education—JOHN P. WALSH, Chief, Trade and Industrial Education Service, U. S. Office of Education, Washington, D. C.

Technical Occupations in the Industrial Pattern of the Nation—SEYMOUR L. WOLFBEIN, Chief, Division of Manpower and Employment Statistics, U. S. Department of Labor, Washington, D. C.

Panel Discussion

Moderator: BYRL R. SHOEMAKER, State Supervisor of Trade and Industrial Education, Columbus, Ohio

Panel Members

THOMAS BELL, Director of Vocational Education, Shelby County, White Haven, Tenn.

JOSEPH WOLBER, Cass Technical High School, Detroit, Mich.

WM. N. FENNINGER, Chief, Bureau of Trade and Technical Education, Albany, N. Y.

Host: MERTON C. WHEELER, Director of Industrial Education, Jefferson City, Mo.

Recorder: HARRY LEWIS, Coordinator of Curriculum Development, Vocational High School Division, New York, N. Y.

Monday, Dec. 3, 2:00 P.M.

General Meeting

Chairman: LORENZO F. PETERSON, President

Theme: Planning for Growth in Technical Education

Industries Need for Skilled Technicians—M. B. MATHIAS, Employment Manager, Union Electric Company, St Louis, Mo.

Panel Discussion: Can the School Supply the Need for Technicians?

Panel Members

Industry—ROBERT F. POWELL, I.B.M. Corporation, Endicott, N. Y.

Administration — HOWARD E. ZIEFLE, Principal, Mergenthaler Vocational-Technical High School, Baltimore.

Supervision—CARL TURNQUIST, Cass Technical High School, Detroit, Mich.

Teacher—ROBERT F. KAINTZ, St. Louis.

Host: (To be announced)

Recorder: EDWARD H. LANG, Board of Education, Syracuse, N. Y.

Monday, Dec. 3, 8:00 P.M.

General Meeting

Chairman: CARL ANDERWALD, Associate Chief, Bureau of Trade and Technical Education, Albany, N. Y.

Theme: Make Room for Technical Education

Should Separate Funds Be Made Available for Technical Education?—T. E. HAMPTON, State Supervisor of Trade and Industrial Education, Baton Rouge, La.

J. E. TePoorten | Wesley Smith | Rex Smelser | D. N. McCarl | Irma Freide | Melvin Barlow | F. J. Keller

Panel Discussion: What are the Relationships Between Technical Education and Trade and Industrial Education

Panel Members

JOHN P. WALSH, Chief, Trade and Industrial Education Service, U. S. Office of Education, Washington, D. C.

EMMETT O'BRIEN, State Director of Vocational Education, Hartford, Conn.

WALTER J. SCHIEBEL, Principal, N. R. Crozier Technical High School, Dallas, Tex.

CLARENCE WEINGARTNER, Head, Machine Shop Department, David Ranken, Jr., School of Mechanical Trades, St. Louis, Mo.

Host: (To be announced)

Recorder: MAURICE H. PANCOST, Director of Vocational Education, Technical School, Lansing, Mich.

International Education

Thursday, Dec. 6, 8:15 A.M.

Chairman: RALPH WENRICH, Professor of Education, University of Michigan, Ann Arbor, Mich.

Theme: Highlights in International Cooperation

Latin American Affairs—EDWARD BERMAN, Chief, Education Division, Latin American Branch, International Cooperation Administration, Washington, D. C.

Activities in Thailand—WILLIAM STURTON, Vice President, Michigan State University, East Lansing, Mich.

Japan, Korea, Indonesia Burma—K. N. RAO, Coordinator of International Services Division, Dunwoody Institute, Minneapolis, Minn.

Thursday, Dec. 6, 2:00 P.M.

Chairman: FRANKLIN J. KELLER

Panel Discussion: Activities in Foreign Countries

Panel Members

FLOYD L. BARLOGA, U. S. Office of Education, Washington, D. C.

JOHN A. BUTLER, Assistant Director, Dunwoody Institute, Minneapolis, Minn.

OLIVER CALDWELL, U. S. Office of Education, Washington, D. C.

DOUGLAS M. McDONNELL, Principal, Heidelberg Technical School, Melbourne, Australia

DURGA DEULKAR, Lady Edwin College, New Delhi, India.

Officers of Affiliated State Organizations and State Membership Committee Members

Wednesday, Dec. 5, 2:30 P.M.

Chairman: MARIE HUFF, President, Missouri Vocational Association, and Instructor of Home Economics, Laboratory School, Central Missouri State College, Warrensburg, Mo.

Co-Chairman: DOROTHY E. BREVORT, President, New Jersey Section of the AVA, and State Supervisor of Home Economics Education, Trenton, N. J.

Secretary: C. D. REJAHL, Executive Secretary, Wisconsin Association for Vocational and Adult Education, and Supervisor of Vocational Rehabilitation, Madison, Wis.

Panel Discussion: Membership Promotion

Moderator: JOHN A. BEAUMONT, Chairman, AVA Membership Committee, and Chief, Business and Distributive Education Service, Springfield, Ill.

Panel: AVA Membership Committee

Trade and Industrial Education—GEORGE W. MORGENROTH, Director, Essex County Vocational Schools, Newark, N. J.

Distributive Education—PLASCO G. MOORE, State Director of Distributive Education, Austin, Tex.

Agricultural Education—R. A. WALL, Teacher of Vocational Agriculture, Luray, Va.

Home Economics Education—RUTH STOVALL, State Supervisor of Home Economics Education, Montgomery, Ala.

Industrial Arts—JOSEPH SCHAD, Dean, Industrial Education, Virginia Polytechnic Institute, Blacksburg, Va.

Guidance—HUGH W. LOVETT, State Supervisor of Occupational Information and Guidance Service, Little Rock, Ark.

Audience discussion period

Thursday, Dec. 6, 7:00 A.M.

Officers of Affiliated State Associations and AVA Executive Committee

Joint Breakfast Meeting

Chairman: MARIE HUFF

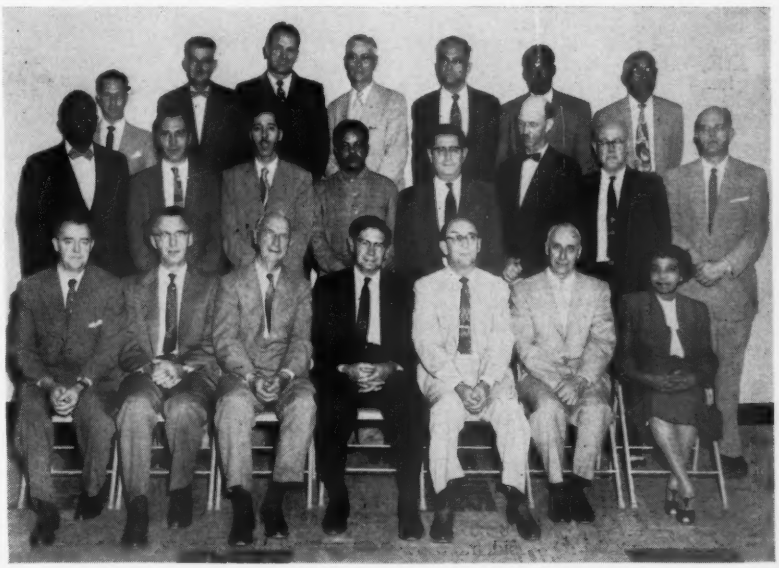
Co-Chairman: DOROTHY BREVORT

Secretry: C. D. REJAHL

Impressions of the AVA Convention in Atlantic City, 1955—RACHEL MAXEY, Homemaking Teacher, East Forrest Schools, Petal, Miss.

Speaker: M. D. MOBLEY, Executive Secretary, American Vocational Association, Inc., Washington, D. C.

The 1956 Convention Committee



R. E. Bass

Carl M. Humphrey

R. E. Bass, AVA Vice President for Agricultural Education, and Virginia State Supervisor of Agricultural Education; Carl M. Humphrey, Program Chairman for Agricultural Education, and Director, Agricultural Education, Jefferson City, Mo.

Thursday, Nov. 29, 1:00 P.M. and 7:00 P. M.

National Vocational Agricultural Teachers Association

Executive Committee Meeting

Chairman: ROBERT HOWEY, President and Teacher of Vocational Agriculture, Sycamore, Ill.

Friday, Nov. 30, 8:00 A.M.-10:30 P.M.

National Vocational Agricultural Teachers Association

Executive Committee Meeting

Chairman: ROBERT HOWEY, President.

Saturday, Dec. 1, 8:00 A.M.-12:00 Noon

National Vocational Agricultural Teachers Association

First General Session

Chairman: ROBERT HOWEY, President and Teacher of Vocational Agriculture, Sycamore, Ill.

Secretary: LIONEL E. CROSS, Executive Secretary and City Supervisor of Agricultural Education, San Jose, Calif.

Saturday, Dec. 1, 1:00-5:00 P.M.

National Vocational Agricultural Teachers Association

Regional Meetings

Region I—ROBERT J. BISHOPP, Powell, Wyo., Vice President.
Region II—KENNETH HENDERSON, Garden City, Kan., Vice President.
Region III—JAMES WALL, Waverly, Nebr., Vice President.
Region IV—PAUL P. MECHLING, Lancaster, Ohio, Vice President.
Region V—LUTHER S. HARDIN, Searcy, Ark., Vice President.
Region VI—H. E. THROCKMORTON, Milton, W. Va., Vice President.

Saturday, Dec. 1, 6:30 P. M.

Dinner Meeting

NVATA Executive Committee and State Vo-Ag Association Presidents.

Sunday, Dec. 2, 8:30-10:30 A.M.

National Vocational Agricultural Teachers Association

Second General Session

Chairman: ROBERT HOWEY, President.

Sunday, Dec. 2, 1:30-5:00 P.M.

National Vocational Agricultural Teachers Association

Regional Meetings

Region I—ROBERT J. BISHOPP, Powell, Wyo., Vice President.
Region II—KENNETH HENDERSON, Garden City, Kan., Vice President.
Region III—JAMES WALL, Waverly, Nebr., Vice President.
Region IV—PAUL P. MECHLING, Lancaster, Ohio, Vice President.
Region V—LUTHER S. HARDIN, Searcy, Ark., Vice President.
Region VI—H. E. THROCKMORTON, Milton, W. Va., Vice President.

Monday, Dec. 3, 9:00 A.M.

Combined Agricultural Education Groups

Chairman: R. C. S. SUTLIFF, Chief of Bureau of Agricultural Education, Albany, N. Y.

Secretary: ARTHUR MEADORS, Vocational Agriculture Instructor, Morris, Ill., and President Illinois Vocational Agriculture Teachers Association.

Theme: Planning Ahead for Vocational Education in Agriculture.

9:00-9:30 A.M.

For the AVA Agricultural Education Division— R. E. BASS, AVA Vice President, and State Supervisor of Agricultural Education, Richmond, Va.

9:30-10:00 A.M.

For the Agricultural Education Service —W. T. SPANTON, Chief, Agricultural Education Service, U. S. Office of Education, Washington, D. C.

10:00-10:30 A.M.

For the National Vocational Agricultural Teachers Association—ROBERT HOWEY, President, and Instructor of Vocational Agriculture, Sycamore, Illinois.

10:30-10:45 A.M.

Recess

10:45-12:00 Noon

Panel Discussion: Developing Programs for Vocational Education in Agriculture to Meet our Changing Needs.

Moderator: A. P. FATHERREE, State Supervisor of Agricultural Education, Jackson, Miss.

Panel Members:

E. P. HILTON, State Supervisor of Agricultural Education, Frankfort, Ky.

FRED V. HEINKEL, President, Missouri Farmers Association, Columbia, Mo.

RALPH BENDER, Professor of Agricultural Education, Ohio State University, Columbus, Ohio.

TOM GLAZE, Agricultural Research Department, Swift and Company, Chicago, Ill.

O. R. JOHNSON, Professor of Agricultural Economics, University of Missouri, Columbia, Mo.

A. W. TENNEY, Program Specialist, Agricultural Education, U. S. Office of Education, Washington, D. C.

S. F. PETERSON, Vocational Agriculture Instructor, Ayden, N. C.

Host: JAMES A. BAILEY, District Supervisor, Agricultural Education, Jefferson City, Mo.

Recorder: RALPH GUTHRIE, Supervisor of Agricultural Education, Springfield, Ill.

Monday, Dec. 3, 12:00 Noon

International Harvester Luncheon Meeting

State Supervisors, Teacher Trainers, and Teachers of Agriculture. Courtesy of the International Harvester Company, W. T. SCHNATHORST, Supervisor, Education Service, International Harvester Company, Chicago, Ill., in charge.

Monday, Dec. 3, 1:30 P.M.

Combined Agricultural Education Groups

Chairman: JOHN L. MOWRER, Instructor of Vocational Agriculture, Unionville, Mo., and President, Missouri Vocational Agricultural Teachers Association.

Secretary: L. C. DALTON, State Supervisor of Agricultural Education, State College, N. M.

1:30-2:30 P.M.

Farm Policy Choices—HARRY M. LOVE, Head, Department of Agricultural Economics and Rural Sociology, Virginia Polytechnic Institute, Blacksburg, Va.

2:30-3:00 P.M.

Questions and Answers.

3:00-4:00 P.M.

Consumer Preference in Meat Animals — ELMER R. KIEHL, Associate Professor, Agricultural Economics, University of Missouri, Columbia.

Host: HERBERT R. DAMISCH, Chief, Agricultural Education Service, Springfield, Ill.

Recorder: J. A. MCKINNEY, District Supervisor, Agricultural Education, Salem, Mo.

4:00 P.M.

Meeting of Executive Council of the Agricultural Education Division.

Meeting of Research Committee—Agricultural Education.

Tuesday, Dec. 4, 9:00 A.M.-12:00 Noon

Agricultural Education Division Committee Meetings

Tuesday, Dec. 4, 9:00 A.M.

Visit Commercial and Educational Exhibits.

Tuesday, Dec. 4, 12:00 Noon

A & P Luncheon Meeting

State Supervisors, Teacher Trainers and Teachers of Agriculture. Courtesy of the A & P Food Stores. CLAY ROSS, Agricultural Counsel, in charge.

Tuesday, Dec. 4, 1:15 P. M.

National Vocational Agricultural Teachers Association

Final General Session

Chairman: ROBERT HOWEY, President, and Teacher of Vocational Agriculture, Sycamore, Ill.

Tuesday, Dec. 4, 1:15 P.M.

Agricultural Education State Supervisors, Teacher Trainers

Chairman: HENRY S. BRUNNER, Head, Department of Agricultural Education, Pennsylvania State University, University Park, Pa.

Secretary: LEO L. KNUTI, Professor of Agricultural Education, Montana State College, Bozeman, Mont.

Theme: Using Research in Program Planning.

Regional Reports on Research

Pacific Region—LEO L. KNUTI, Head, Department of Agricultural Education, Montana State College, Bozeman, Mont.

Central Region — RALPH E. BENDER, Chairman, Department of Agricultural Education, Ohio State University, Columbus, Ohio.

Southern Region—T. J. HORNE, Head, Department of Agricultural Education, Virginia Polytechnic Institute, Blacksburg, Va.

Special Groups—J. N. FREEMAN, Professor of Agricultural Education, Lincoln University, Jefferson City, Mo.

North Atlantic Region — HENRY S. BRUNNER, Head, Department of Agricultural Education, Pennsylvania State University, University Park.

Reports on Selected Studies

Relationship of Vocational Agriculture to the Establishment of High School Graduates in Farming—DUANE NIELSEN and DUANE BLAKE, Department of Vocational Education, Iowa State College, Ames, Iowa, *Central Region.*

Thirty Years of Vocational Agriculture in Selected Communities in Mississippi—O. L. SNOWDEN, Professor of Agricultural Education, Mississippi State College, State College, Miss., V. G. MARTIN, Professor of Agricultural Education, Mississippi State College, State College, Miss., *Southern Region.*

Factors Affecting Establishment in Farming of Former High School Graduates in North Dakota — DON ERICKSON, Teacher of Vocational Agriculture, Rugby, N. D., *Western Region.*

Placement Farming Programs — W. HOWARD MARTIN, Professor of Agricultural Education, University of Connecticut, Storrs, Conn., *North Atlantic Region.*

Factors Associated With Local Young Adult Farmer Instructional Programs in Vocational Agriculture in the States of Pennsylvania and Oklahoma—ROBERT R. PRICE, Associate Professor of Agricultural Education, Oklahoma A & M College, Stillwater, Okla., *North Atlantic Region.*

Host: G. F. EKSTROM, Professor, Agricultural Education, University of Missouri, Columbia, Mo.

Recorder: G. P. DEYOE, Teacher Trainer, Agricultural Education Department, University of Illinois, Urbana.

Tuesday, Dec. 4, 4:00 P.M.

Combined Agricultural Groups
Business Meeting

Wednesday, Dec. 5, 7:30 A.M.

Breakfast Meetings

State Supervisors — C. C. EUSTACE, State Supervisor of Agricultural Education, Topeka, Kan., in charge.

Teacher Trainers — G. F. EKSTROM, Professor of Agricultural Education, University of Missouri, Columbia, Mo., in charge.

NVATA — PAUL P. MECHLING, Vice President, Lancaster, Ohio, in charge.

Wednesday, Dec. 5, 12:00 Noon

Agricultural Education Tour

The tour will be a trip to the Ralston Purina Research Farm at Gray Summit, Mo. The busses will load at 12:00 noon at the Kiel Auditorium. A box lunch will be provided. The inspection of the facilities at the Research Farm will conclude about 5:30 P.M. The group will then be served dinner in the dining hall at the farm.

This tour is a cooperative endeavor and has been arranged through the courtesy of the Sears, Roebuck Foundation, MEAD ROGERS, Regional Director, Kansas City, Missouri, and the Ralston Purina Company, EARL A. SINDECUSE, Director, Vo-Ag Service Division, St. Louis, Mo.

ROBERT L. HAYWARD, Assistant Supervisor, Agricultural Education, Jefferson City, Mo., is chairman of the tour committee.

1956 AVA RESOLUTIONS COMMITTEE

Trade and Industrial Education: Walter B. Dennen, Director, Worcester Boys' Trade High School, Worcester, Mass., *Chairman.*

Agricultural Education: A. W. Johnson, State Director of Vocational Education, Helena, Mont.

Business Education: Duncan Hyde, Supervisor of Business Education, Baltimore, Md.

Distributive Education: Alice F. Pipkin, State Supervisor of Distributive Education, Atlanta, Ga.

Guidance: Roland G. Ross, State Supervisor of Guidance Services, Des Moines, Iowa.

Home Economics Education: Bertha Home Economics, Salem, Ore.

Industrial Arts: George Henry, Head, Industrial Arts Department, A & M College, Fort Collins, Colo.

Consultant: Mark Nichols, State Director of Vocational Education, Salt Lake City, Utah.

ALL PROPOSED RESOLUTIONS MUST BE IN THE HANDS OF A COMMITTEE MEMBER NO LATER THAN 6 P.M., DECEMBER 4th.

Registration Regulations

AVA members should read carefully the unanimous ruling of the AVA Executive Committee on convention registration.

"Effective with the November 1954 Convention all persons showing credentials of AVA membership shall pay a $2.00 registration fee. *All other vocational and practical arts personnel* without membership credentials shall be required to purchase a direct membership of $6.00 and in addition pay the regular registration fee of $2.00. All other persons with the exception of exhibitors, specially invited guests, and program participants, shall be required to pay a registration fee of $2.00."

Thursday, Dec. 6, 9:00-10:15 A.M.

Business Meeting, Combined Groups

Chairman: R. E. BASS.

Secretary: LLOYD J. PHIPPS.

Host: H. T. HALL, State Supervisor of Agricultural Education, Des Moines, Iowa.

Recorder: H. M. STRUBINGER, Supervisor of Agricultural Education, Springfield, Ill.

Thursday, Dec. 6, 1:00-5:00 P.M.

National Vocational Agricultural Teachers Association

Final Executive Committee Meeting

Chairman: ROBERT HOWEY, President and Teacher of Vocational Agriculture, Sycamore, Ill.

Thursday, Dec. 6, 2:00-5:00 P.M.

Joint Meeting With Guidance Division and Other Vocational Services

Chairman: H. PAT WARDLAW, Assistant Commissioner of Education for Instruction and Director of Vocational Education, Jefferson City, Mo.

Topic: How Well Are We Meeting the Vocational Needs of Rural Youth Today?

Moderator: JOSEPH R. STROBEL, Assistant Commissioner of Education, Albany, N. Y.

Panel Members:

W. G. WEILER, State Supervisor of Vocational Agriculture, Columbus, Ohio.

C. E. LIVELY, Chairman, Department of Rural Sociology, University of Missouri, Columbia, Mo.

JOHN A. BEAUMONT, Chief, Business and Distributive Educational Service Springfield, Ill.

M. RAY KARNES, Professor and Chairman, Industrial Education, University of Illinois, Urbana, Ill.

DON D. TWIFORD, State Supervisor of Guidance Services, Lincoln, Nebr.

Host: R. D. HAGAN, District Supervisor, Agricultural Education, Jefferson City, Mo.

Recorder: C. V. RODERICK, Associate Professor, Agricultural Education, University of Missouri, Columbia.

Arthur L. Walker

Arnold Condon

Arthur L. Walker, AVA Vice President for Business Education, and Virginia State Supervisor, Business Education; Arnold Condon, Program Chairman, Business Education, and Professor of Business Education, University of Illinois, Urbana.

Tuesdays, Dec. 4, 9:30 A.M.

Tour of O'Fallon Technical High School

Bus will depart from the 12th Street entrance of the Sheraton-Jefferson Hotel to transport individuals to the school.

Chairman: E. W. ALEXANDER, Principal, O'Fallon Technical High School, St. Louis, Mo.

Hosts and Hostesses: Members of the Business Education Department of the O'Fallon Technical High School.

Tuesday, Dec. 4, 1:30-4:30 P.M.

The National Association of Supervisors of Business Education

Chairman: ROBERT F. KOZELKA, President, NASBE, and State Supervisor of Business and Distributive Education, Springfield, Ill.

Recorder: MILDRED WITTEN, State Supervisor of Business Education, Atlanta, Ga.

Secretary-Treasurer's Report — LAURA NICHOLSON, State Supervisor of Business and Distributive Education, Phoenix, Ariz.

Committee Reports:

Working with Associations for Supervision and Curriculum Development M. BERNADINE BELL, Consultant in Business Education, Sacramento, Calif., *Chairman.*

Re-establishing a Business Education Service in the U. S. Office of Education—ARTHUR L. WALKER, AVA Vice President for Business Education and State Supervisor, Business Education, Richmond, Va., *Chairman.*

Working with State Associations and Teachers Professional Organizations —ELVIN S. EYSTER, Professor of Business Education, Indiana University, Bloomington, Ind., *Chairman.*

President's Report—ROBERT F. KOZELKA.

Election of Officers—H. D. SHOTWELL, State Supervisor of Business Education, Topeka, Kan.

Symposium:

Developing the 1956-57 NASBE Program—Precepts, People, and Places.

Wednesday, Dec. 5, 8:00 A.M.

Early Bird Breakfast

Please purchase tickets at ticket booth by Tuesday evening.

Chairman: ARTHUR L. WALKER, State Supervisor of Business Education, Richmond, Va.

Local Chairman: THOMAS HALSTEAD, O'Fallon Technical High School, St. Louis, Mo.

Plans for Serving Business Education from the U. S. Office of Education—JAMES H. PEARSON, Assistant Commission for Vocational Education, U. S. Office of Education, Washington, D. C.

Host: WILLIAM CARTWRIGHT, Central High School, St. Louis, Mo.

Recorder: JANET MORRIS, Clayton High School, Clayton, Mo.

Wednesday, Dec. 5, A.M.

Visit commercial and educational exhibits.

Wednesday, Dec. 5, 1:30-4:30 P.M.

Fifty Years of Progress in Business Education

Chairman: RUSSELL CANSLER, Head, Department of Business Education, Northwestern University, Evanston.

Committee, Fraternity, Alumni Meetings

American Vocational Journal Editorial Board
Saturday, Dec. 1, 9:00 a.m. to 5:00 p.m.

AVA Advisory Council
Tuesday, Dec. 4, 2:00 p.m.; Thursday, Dec. 6, 2:00 p.m.

AVA-Navy Relations Committee
Monday, Dec. 3, 2:30 p.m.

Colorado A & M Alumni Breakfast
Wednesday, Dec. 5, 7:00 a.m.

Epsilon Pi Tau Breakfast
Wednesday, Dec. 5, 7:30 a.m.

Industrial Arts Awards Advisory Council Breakfast
Friday, Dec. 7, 8:00 a.m.

Iota Lambda Sigma
Wednesday, Dec. 5, 6:00 p.m.

Penn State University Alumni Breakfast
Thursday, Dec. 6, 8:00 a.m.

AVA-AIA Joint Architects Committee
Sunday, Dec. 2, 2:30 p.m.

Resolutions Committee
Tuesday, Dec. 4, 2:30 p.m.

School Shop Editorial Advisory Board Breakfast
Thursday, Dec. 6, 8:00 a.m.

The Ship's Business Meeting
Tuesday, Dec. 4, 5:30 p.m.

Stout State College Alumni Renunion
Wednesday, Dec. 5, 7:15 p.m.

University of Missouri Graduate Breakfast
Thursday, Dec. 6, 7:30 a.m.

Keynoter: PAUL S. LOMAX, Professor Emeritus, Department of Business Education, New York University.

Teacher Training—ELVIN S. EYSTER, Professor of Business Education, Indiana University, Bloomington, Ind.

Supervision of Business Education—MARGARET ANDREWS, Consultant in Business Education, Board of Education, Minneapolis, Minn.

Cooperation with Business—DAVID H. GRIFFIN, Manager, Market Planning Department, Westinghouse Electric Corporation, St. Louis, Mo.

Curriculum—HERBERT A. TOONE, Professor of Business Education, New York University, New York, N. Y.

Cooperative Education—JOHN A. BEAUMONT, Chief, Business and Distributive Education Service, Springfield, Ill. Film, *Co-operative Education Plus,* will be shown and discussed.

Hostess: HARRIOT HOFFMAN, Cleveland High School, St. Louis, Mo.

Recorder: RUTH S. HARDEN, Vashon High School, St. Louis, Mo.

Thursday, Dec. 6, 8:00-10:00 A.M.

Business Meeting

Chairman: ARTHUR L. WALKER, State Supervisor of Business Education.

Report of Nominating Committee for AVA Committees.

Appointment of special and standing committees for Division of Business Education.

Report of Committee on Policies and Standards for Business Education.

Selection of nominees for AVA offices.

Adoption of program of work for Division of Business Education for 1957.

Resolutions.

Recorder: MARGUERITE CRUMLEY, Assistant State Supervisor of Business Education, Richmond, Va.

Thursday, Dec. 6, 1:30-4:30 P.M.

What's New in Business Education and What May Be Expected in the Next Ten Years

Chairman: JAMES CRAWFORD, Professor of Business Education, Indiana University, Bloomington, Ind.

Typewriting—ALAN C. LLOYD, Typewriting Editor, Gregg Publishing Division, McGraw-Hill Book Company, New York, N. Y.

Shorthand—GEORGE WAGONER, Head, Department of Business Education, University of Tennessee, Knoxville.

Office Machines and Clerical Practice—PETER L. AGNEW, Chairman, Department of Business Education, New York University, New York, N. Y.

Television—WILLIAM CARPENTER, Head, Department of Business Education, Evanston High School, Evanston, Ill.

Basic and Economic Education—HERMAN G. ENTERLINE, Professor of Business Education, Indiana University.

Buildings and Equipment—E. W. ALEXANDER, Principal, O'Fallon Technical High School, St. Louis, Mo.

Bookkeeping—PAUL A. CARLSON, Director, Division of Business Education, Wisconsin State College, Whitewater.

Host: THOMAS I. ALLEN, Southwest High School, St. Louis, Mo.

Recorder: MARY WITHEROW, Beaumont High School, St. Louis, Mo.

DISTRIBUTIVE EDUCATION

John R. Waldeck

Roy Fairbrother

Roy Fairbrother, AVA Vice President for Distributive Education, and Wisconsin State Supervisor, DE; John R. Waldeck, Program Chairman for DE, and Colorado State Supervisor of Distributive Education.

Monday, Dec. 3, 9:00-11:30 A.M.

National Association of State Supervisors of Distributive Education

Chairman: K. OTTO LOGAN, President of NASSDE, and State Supervisor of Distributive Education, Olympia, Wash.

Sub-Chairman: MARGUERITE LOOS, Vice President, NASSDE and State Supervisor of Distributive Education, Columbus, Ohio.

Topic: What areas of distributive education are being developed by virtue of the increase in distributive education funds?

Panel Members

GEORGE SANDERS, State Supervisor of Distributive Education, Montpelier, Vt.

C. WENDELL ECHOLS, State Supervisor of Distributive Education, Tallahassee, Fla.

EDWIN L. NELSON, State Supervisor of Distributive Education, Des Moines.

WILLIAM B. RUNGE, State Supervisor of Distributive Education, Albuquerque, N. M.

Special Projects Under Study—U. S. Office of Education—BETH COGHLAN, Supervisor of Distributive Education, Seattle, Wash.; ADRIAN TRIMPE, Teacher Trainer of Distributive Education, Kalamazoo, Mich.

Recorder: L. W. FERGUSON, Acting State Supervisor of Distributive Education, Baton Rouge, La.

Monday, Dec. 3, 2:00-4:30 P.M.

General Session

Policy and Planning Committee Report

Chairman: JOHN R. WALDECK, State Supervisor of Distributive Education, Denver, Colo.

Sub-Chairman: J. C. RUPPERT, State Supervisor of Distributive Education, Little Rock, Ark.

Panel Discussion: Members of DE Policy and Planning Committee.

Panel Members

JOHN R. WALDECK, State Supervisor of Distributive Education, Denver, Colo., *Western Region.*

LOUISE BERNARD, State Supervisor of Distributive Education, Richmond, Va., *Southern Region.*

ROY FAIRBROTHER, State Supervisor of Distributive Education, Madison, Wisc., and AVA Vice President.

K. OTTO LOGAN, State Supervisor of Distributive Education, Seattle, Wash,. *NASSDE.*

JOHN A. BEAUMONT, Chief, Business and Distributive Education Service, Springfield, Ill., *Central Region.*

J. C. RUPPERT, State Supervisor of Distributive Education, Little Rock, Ark., *DECA.*

HARRY Q. PACKER, State Director Business and Distributive Education, Wilmington, Del., *North Central Region.*

JOHN B. POPE, Acting Director, Distributive Education Branch, U. S. Office of Education, *Ex Officio.*

Recorder: JOHN A. BEAUMONT.

Tuesday, Dec. 4, 9:00-11:30 A.M.

Creative Thinking

Chairman: LOUISE BERNARD, State Supervisor of Distributive Education, Richmond, Va.

Sub-Chairman: SAMUEL W. CAPLAN, Chief, Distributive Education, Harrisburg, Pa.

Keynoter: SIDNEY J. PARNES, Director, Creative Education, University of Buffalo, Buffalo, N. Y.

Tuesday, Dec. 4, 2:00-4:00 P.M.

Broadening the Scope of DE

Chairman: M. J. DEBENNING, State Supervisor of Distributive Education, Stillwater, Okla.

Sub-Chairman: CUSTER MCDONALD, State Director of Distributive Education, Jefferson City, Mo.

Panel Discussion: Members of Distributive Education Committee of Distribution Council, United States Department of Commerce.

Panel Members

PAUL H. BOLTON, Executive Vice-President, National Association of Wholesalers, Washington, D. C.

L. T. WHITE, Cities Service Oil Company, New York, N. Y.

ALBERT HARING, Professor of Marketing, School of Business, Indiana University, Bloomington, Ind.

ROBERT WHITNEY, President, National Sales Executives, Inc., New York.

Tuesday, Dec. 4, 7:00-10:00 P.M.

Distributive Education Clubs of America, Inc.

Chairman: J. C. RUPPERT, State Supervisor of Distributive Education, Little Rock, Ark.

Sub-Chairman: H. D. SHOTWELL, State Supervisor of Business Education, Topeka, Kan.

The Value of DECA to the Student and Distributive Education—Mrs. BYRDELL WILSON, Coordinator of Distributive Education, Pauls Valley High School, Pauls Valley, Okla.; WADE CHAMBERS, DECA President, Enid, Okla.

Coorelation of the Distributive Education Club Program and Instruction—J. W. SHOLLENBERGER, Coordinator of Distributive Education, Olympia High School, Olympia, Wash.

Business Meeting

HARRY A. APPLEGATE, Executive Secretary, DECA, Washington, D. C.

LUCY CRAWFORD, Chairman, National Advisory Committee, DECA, and Teacher-Coordinator of Distributive Education, Greenville Senior High School, Greenville, S. C.

M. J. DEBENNING, Chairman, Board of Trustees, DECA, and State Supervisor of Distributive Education, Stillwater, Okla.

Recorder: P. B. WATERS, State Supervisor of Distributive Education, Columbia, S. C.

Wednesday, Dec. 5, 7:30 A.M.

Early Bird Breakfast

Wednesday, Dec. 5, 2:00-4:00 P.M.

Understanding All Vocational Education Services

Chairman: ROY FAIRBROTHER, AVA Vice President for Distributive Education and State Supervisor of Distributive Education, Madison, Wisc.

Panel Discussion: Representatives of All Areas of Vocational Education.

Panel Members

WARREN G. WEILER, State Supervisor of Agricultural Education, Columbus, Ohio.

CLIO S. REINWALD, Chief, Home Economics Education, Harrisburg, Pa.

LYNNE MONROE, Industrial Arts Department, University of California, Santa Barbara, Calif.

RUSSELL K. BRITTON, Administrative Director, Trade and Industrial Education, Denver, Colo.

VICTOR D. JOHNSON, Consultant, Guidance and Pupil Personnel, Tallahassee, Fla.

MARGUERITE CRUMLEY, Assistant Supervisor of Business Education, Richmond, Va.

Recorder: L. Y. EATON, State Supervisor of Distributive Education, Salem, Ore.

Thursday, Dec. 6, 9:00-10:15 A.M.

Visit commercial exhibits.

Thursday, Dec. 6, 2:00-4:30 P.M.

Coordinators' Meeting

Chairman: WALTER PREWETT, Distributive Education Coordinator, Forrest City, Ark., and President of Distributive Education Section of Arkansas Vocational Association.

Sub-Chairman: DARYL NICHOLS, Distributive Education Coordinator, Evanston Township High School, Evanston, Ill.

Topic: Leadership in Increasing Effectiveness of Local Programs of Distributive Education.

Relationship of School Store to Distributive Education — SOPHIE M. CROWDER, Distributive Education Coordinator, Fulton, Tenn.

Devices for Teaching Salesmanship—WILLIAM C. KNAAK, Coordinator of Distributive Education, White Bear Lake, Minn.

Use of Advisory Committees—EUGENE L. DORR, Distributive Education Coordinator, Central High School, Sioux City, La.

Selection of Training Stations—Homer Bronstad, Distributive Education Coordinator, Denton, Tex.

Selection of Students—DARYL NICHOLS, Distributive Education Coordinator, Evanston Township High School, Evanston, Ill.

Responsibility of the Coordinator for Adult Education—MAURICE BUCKNER, Distributive Education Coordinator, Martinsville, Va.

Recorder: CARL PRIOR, Emily Griffith Opportunity School, Denver, Colo.

GUIDANCE

Cecil E. Stanley

George E. Mowrer

Cecil E. Stanley, AVA Past President and Nebraska Assistant Commissioner of Education in Charge of Vocational Education; George E. Mowrer, Program Chairman and Expert in Guidance and Associate Professor of Education, Western Michigan College, Kalamazoo, Mich.

Tuesday, Dec. 4, 9:00-10:00 A.M.

Chairman: JOHN ODGERS, State Supervisor of Guidance Services, Columbus, Ohio, and Chairman, North Central Association of Guidance Supervisors and Counselor Trainers.

Plans for the Workshop and Conference

10:15-11:30 A.M.

Report from the U. S. Office of Education on Program Research Activities and Progress—FRANK SIEVERS, Chief, Student Personnel and Guidance Section, U. S. Office of Education.

Tuesday, Dec. 4, 1:00-4:30 P.M.

Workshop Sessions

Workgroup A—Physical Facilities for Guidance—DON TWIFORD, State Director of Guidance Services, Lincoln, Nebr., *Chairman.*

Tuesday, Dec. 4, 7:30-9:00 P.M.

General Session

Chairman: CLARENCE FAILOR, Counselor Trainer, University of Colorado, Boulder, Colo.

Evaluative Criteria Revision—Status and Plans.

Workgroup B—Group Procedures in Guidance—EDWARD C. ROEBER, Counselor Trainer, University of Michigan, Ann Arbor, Mich., *Chairman.*

Wednesday, Dec. 5, 9:00-10:20 A.M.

Workshop Sessions

Workgroup A

Workgroup B

Wednesday, Dec. 5, 1:00-4:30 P.M.

Workshop Sessions

Workgroup A

Workgroup B

Wednesday, Dec. 5, 7:30-9:30 P.M.

General Session

Reports from Work Groups

Chairman: JOHN ODGERS, State Supervisor of Guidance Services, Columbus, Ohio.

Workgroup A—DON TWIFORD, State Supervisor of Guidance Services, Lincoln, Nebr., *Chairman.*

Workgroup B—EDWARD C. ROEBER, Counselor Trainer, University of Michigan, Ann Arbor, Mich., *Chairman.*

Business Meeting and Discussion

Thursday, Dec. 6, 2:00-5:00 P.M.

Joint Meeting with Vocational Agriculture and Other Vocational Services

Chairman: H. PAT WARDLAW, Assistant Commissioner of Education for Instruction and Director of Vocational Education, Jefferson City, Mo.

Topic: How Well Are We Meeting the Vocational Needs of Rural Youth Today?

Moderator: JOSEPH R. STROBEL, Assistant Commissioner of Education, Albany, N. Y.

Panel Members

W. G. WEILER, State Supervisor of Vocational Agriculture, Columbus.

C. E. LIVELY, Chairman, Department of Rural Sociology, University of Missouri, Columbia, Mo.

JOHN A. BEAUMONT, Chief, Business and Distributive Education Service, Springfield, Ill.

M. RAY KARNES, Professor and Chairman of Industrial Education, University of Illinois, Urbana, Ill.

DON D. TWIFORD, State Supervisor of Guidance Services, Lincoln, Nebr.

Host: R. D. HAGAN, District Supervisor, Agricultural Education, Jefferson City, Mo.

Recorder: C. V. RODERICK, Associate Professor, Agricultural Education, University of Missouri, Columbia.

BULLETIN BOARD

Reporting

Recorders, appointed for each meeting scheduled during convention week, will assure complete coverage. Those who have been appointed should turn in the reports after each meeting at the AVA Information Desk.

Hosts

Hosts have been appointed by program chairmen to greet delegates and check registration badges.

AVA Booth

The AVA Washington office will have a booth in the exhibit area, Kiel Auditorium. AVA membership pins and publications will be on display. Order blanks will be available for these items, for Journal binders, and the Golden Anniversary Issue of the Journal.

Resolutions

Resolutions to be proposed for adoption at the 1956 House of Delegates Business Meeting should be submitted to members of the Resolutions Committee no later than Tuesday, Dec. 4, 6:00 p.m.

Tickets

Information about breakfasts, luncheons and dinners scheduled during the convention will be available at a special booth located in the registration area. Tickets will be on sale here.

Tours

Information about sightseeing tours in and around St. Louis will be found in the registration envelope.

Practical Nurse Training

Wednesday, Dec. 5, 8:15-10:15 A.M.

An amendment to the George-Barden Act, passed during the last session of Congress, provides for an authorization of five million dollars to promote and develop practical nurse training.

Because of its current importance, this program has been scheduled as a special convention session. Everyone who is interested is invited to attend.

Specials for the Ladies

Register Early to Obtain Tickets!

Monday, Dec. 3 ..... House Party

The Russ David Show

Tuesday, Dec. 4 ..... Get-Together

To Be Announced

Wednesday, Dec. 5 ..... Charlotte Peters Show

Get Acquainted Tea

Thursday, Dec. 6 ..... Open House

Phil Stevens Show

Meet Your Friends Throughout Convention Week at the

LADIES HOSPITALITY ROOM

Mezzanine ..... Sheraton-Jefferson Hotel

Dorothy S. Lawson

Alta R. Motter

Dorothy S. Lawson, AVA Vice President for Home Economics and Chief, Home Economics Education, New York State; Alta R. Motter, Program Chairman for Home Economics, and Associate Professor, Home Economics Education, University of Missouri, Columbia, Mo.

Program Theme: The Educator's Challenge in the Next Fifty Years.

National Association of Vocational Homemaking Teachers

Tuesday, Dec. 4, 9:30-11:30 A.M.

Chairman: FERRELL MALLORY, Vocational Homemaking Teacher, Buffalo, Mo.

Greetings: PHILIP A. HICKEY, Superintendent of Instruction, St. Louis.

Imperatives of Adult Education in Home Economics—BONARD S. WILSON, Coordinator of Field Development, Adult Education Association, Washington, D. C.

Business Meeting.

Hostesses: VERMA FARRAND, Homemaking Teacher, Wellston, Mo.; GEORGIA MCCALL, Homemaking Teacher, Farmington, Mo.

Recorder: VELDA LARGEN, Homemaking Teacher, Moberly, Mo.

Tuesday, Dec. 4, 1:15-3:15 P.M.

This meeting will be held in the Union Electric Building, 315 N. 12th St., 10th floor.

Chairman: RUTH SHANK, Consultant in Home Economics, Union Electric.

Music: O'Fallon Technical High School Students.

Casual Cooking for Casual Living (Lecture Demonstration) — RUTH SHANK, Consultant in Home Economics, Union Electric.

Hostesses: AMELIA STALLINGS, Homemaking Teacher, Bethalto, Ill.; BARBARA GIBBS, Homemaking Teacher, Venice, Ill.

Tuesday, Dec. 4, 10:00 A.M.

National Association of Teacher Educators of Home Economics

Theme: A New Look at the Education of Homemaking Teachers with Emphasis on Management.

Chairman: LOUISE FERNANDEZ, Home Economics Education, New York University, New York, N. Y.

Management as a Means of Helping Families Reach Their Goals—PAULENA NICKELL, Dean of Lindenwood College, St. Charles, Mo.

Symposium: What Is Being Done in Teacher Education to Integrate Principles of Good Management in Work with Student Teachers — Through Home Experiences, Day School Classes, Adult Classes, and Future Homemakers of America?

ALBERTA HILL, Home Economics Education, University of Connecticut, Storrs, Conn., *Leader.*

MARY LARKIN, Home Economics Education, Alabama College, Montevello.

BERTHA FRITZSCHE, Home Economics Education, Mississippi Southern College, Hattiesburg, Miss.

MYRTICE EDENFIELD, Homemaking Teacher, Metter High School, Metter, Ga.

ESTHER SEGNER, Home Economics Education, Women's College of University of North Carolina, Greensboro.

Hostess: PAULINE GARRETT, Home Economics Education, University of Missouri, Columbia, Mo.

Recorder: MABEL COOK, Home Economics Education, Northwest Missouri State College, Maryville, Mo.

Tuesday, Dec. 4, 2:00 P.M.

Chairman: MARY WILSON, Home Economics Education, Mississippi State College for Women, Columbus, Miss.

Problems and Challenges Ahead for Home Economics Teacher Educators—EDNA P. AMIDON, Director, Home Economics Education Branch, U.S. Office of Education, Washington.

Tuesday, Dec. 4, 9:30 A.M.

National Association of State Supervisors of Home Economics

Theme: Supervision to Meet Changing Times.

Chairman: EVA W. SCULLY, State Supervisor of Home Economics Education, Phoenix, Ariz.

Registration: CLEO REINWALD, Chief, Home Economics Education, Harrisburg, Pa.

Administrative Problems in Supervision Today—EDNA P. AMIDON, Director, Home Economics Education Branch, U. S. Office of Education, Washington, D. C., *Leader;* and Staff Members, U. S. Office of Education.

Hostess: FRANCES BAILEY, Assistant State Supervisor, Home Economics Education, Little Rock, Ark.

Recorder: LILLIAN SCHMIDT, Assistant State Supervisor, Home Economics Education, Lincoln, Neb.

Tuesday, Dec 4, 12:00 Noon

State Supervisors of Home Economics

Luncheon

Sponsored by the Griest Manufacturing Company, MILDRED GRAVES RYAN, in charge.

Tuesday, Dec. 4, 2:00 P.M.

Chairman: ROSE WANEK, State Supervisor of Home Economics Education, Lincoln, Neb.

Discussion: The Role of the Supervisor in Present Day Curriculum Development.

Hostess: MARGARET MCENIRY, District Supervisor, Home Economics Education, Columbus, Ohio.

Recorder: CATHERINE DICKS, State Supervisor of Home Economics Education, State College, N. M.

Tuesday, Dec. 4, 8:00-9:30 P.M.

Home Economics Division

Chairman: ANNA CAROL FULTS, Home Economics Education, Southern Illinois University, Carbondale, Ill.

Greetings: L. BELLE POLLARD, Supervisor of Home Economics, St. Louis.

Program Leader: MARY RUSSELL, Chairman, Home Economics Department, Oklahoma College for Women, Chickasha, Okla.

The Educator's Challenge — ROBERT GILCHRIST, Superintendent of Schools, University City, Mo.

Hostess: ROSE SHANIGHT, Homemaking Teacher, Eureka, Mo.

Recorder: ELEANOR KOHLMAN, Assistant State Supervisor of Home Economics Education, Des Moines, Ia.

Wednesday, Dec. 5, 8:30-10:00 A.M.

Business Meeting

Chairman: MURIEL MCFARLAND, Head, Home Economics Education, Purdue University, Lafayette, Ind.

Vice President: DOROTHY S. LAWSON, AVA Vice President for Home Economics and Chief, Home Economics Education, Albany, N. Y.

Secretary: JULIA DALYRUMPLE, Home Economics Education, University of Wisconsin, Madison, Wis.

Hostess: HELEN CLARK, Director, Department of Home Economics and Family Life Education, Wichita, Kan.

Recorder: MYRNA LAPIDUS, Assistant State Supervisor, Home Economics Education, Albany, N. Y.

Wednesday, Dec. 5, 2:00-4:00 P.M.

Chairman: SELMA LIPPEATT, Assistant Director, Home Economics Education Branch, U. S. Office of Education.

An Experience in Ways to Experiment in Home Economics, FRED BARNES, Associate Director, Illinois Curriculum Program, and Associate Professor of Education, University of Illinois, Urban, Ill., *Leader.*

LETITIA WALSH, Head, Home Economics Education, University of Illinois, Urbana, Ill., *Coordinator.*

Hostess: LILYAN K. GALBRAITH, Chairman, Home Economics Department, South Dakota State College, Brookings, S. D.

Recorder: MARION H. BROWN, Head, Home Economics Education, University of Vermont, Burlington, Vt.

Wednesday, Dec. 5, 4:30 P.M.

Tea for Home Economics Division.

Thursday, Dec. 6, 8:30-10:00 A.M.

Chairman: MARY LOIS WILLIAMSON, State Supervisor of Home Economics Education, Frankfort, Ky.

Take Home Projects for Experimentation—FRED BARNES, Associate Director, Illinois Curriculum Program, and Associate Professor of Education, University of Illinois, Urbana, Ill.

Hostess: DOLORES GADEN, Homemaking Teacher, Stanton, Neb.

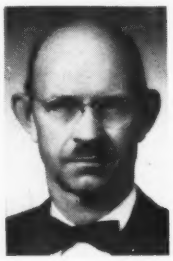
Recorder: ROXANNA FORD, Home Economics Education Department, University of Minnesota, St. Paul, Minn.

Thursday, Dec. 6, 2:00-5:00 P.M.

Visit Commercial and Educational Exhibits.

Shriver L. Coover

H. H. London



Shriver L. Coover, AVA Vice President for Industrial Arts and Director, Industrial Arts Department, State Teachers College, California Pa.: H. H. London, Program Chairman for Industrial Arts and Professor of Industrial Education, University of Missouri, Columbia, Mo.

Sunday, Dec. 2, 2:00 P.M.

Industrial Arts Policy and Planning Committee

Cabinet Meeting

President: SHRIVER L. COOVER, Director, Industrial Arts Department, State Teachers College, California, Pennsylvania.

Vice President: G. HAROLD SILVIUS, Chairman and Professor, Department of Industrial Education, Wayne University, Detroit, Mich.

Secretary: VERNE L. PICKENS, Chairman, Division of Vocational Education and Practical Arts, Kansas City,

Members—
WESLEY KETCHAM, Conn.
STANLEY J. PAWELEK, Md.
MERTON WHEELER, Mo.
PAT ATTEBERY, Wash.
CHRIS GRONEMAN, Tex.
WILLIAM MASON, Ohio
DEWEY BARICH, Mich.
IVAN HOSTETLER, N. C.
KERMIT SEEFELD, Calif.
JOSEPH SCHAD, Va.
JAMES HAMMOND, Mass.
WILLIAM WILKINSON, Pa.
GEORGE HENRY, Colo.
HARRY THOMAS, La.
WALTER R. WILLIAMS, Fla.
JOHN JARVIS, Wis.
H. H. LONDON, Mo.
M. RAY KARNES, Ill.

Monday, Dec. 3, 9:00 A.M.

National Conference of State and Local Supervisors of Industrial Arts

Chairman: ERNEST R. STOTLER, Director of Practical Arts, Akron, Ohio.

This session will be devoted to an Industrial Arts Workshop. The problems for discussion were submitted by sixty-five state and local supervisors. Each member attending session will select one of the five groups with which he will participate in the discussions.

Near the close of the session the entire body will be reassembled to hear brief reports from the recorders of the five groups.

Group I: Duties of the Supervisor.
Leader: L. V. NEWKIRK, Director, Division of Industrial Arts, Chicago, Ill.
Recorder: ROY G. FALES, Chief, Bureau of Industrial Arts Education, Albany, N. Y.

Group II: Curriculum and Course Planning.
Leader: P. S. WALDECK, State Supervisor of Industrial Arts, Columbus, Ohio.
Recorder: G. WESLEY KETCHAM, Consultant in Industrial Arts, Hartford, Conn.

Group III: Industrial Arts Teacher Preparation.
Leader: GORDON O. JOHNSON, State Supervisor of Industrial Education, Jefferson City, Mo.
Recorder: J. E. CHERRY, Director of Industrial Arts, Fort Worth, Tex.

Group IV: In-Service Teacher Training.
Leader: M. J. RULEY, Supervisor of Industrial Arts and Vocational Education, Tulsa, Okla.
Recorder: WILLIAM MASON, Supervisor of Industrial Arts, Cleveland, Ohio.

Group V: Miscellaneous Problems, Including School and Community Relations, School Shop Planning, Requisition for Supplies and Equipment.
Leader: W. P. KLINGENSMITH, Supervisor of Industrial Arts, Chicago, Ill.
Recorder: AMOS D. COLEMAN, Supervisor of Industrial Arts, Springfield, Ill.

Monday, Dec. 3, 2:00 P.M.

Problems of Supervision and Teacher Education

Chairman: FRANK C. MOORE, Director of Industrial Arts, Cleveland, Ohio.

Speakers:

CHRIS GRONEMAN. Head, Department of Industrial Education, A & M College, College Station, Tex.

JAMES HAMMOND, Director of Industrial Arts, State Teachers College, Fitchburg, Mass.

L. V. NEWKIRK, Director, Division of Industrial Arts, Chicago, Ill.

VERNE L. PICKENS, Chairman, Division of Vocational Education and Practical Arts, Kansas City, Mo.

Summary: HORACE JELLISON, Executive Director, Industrial and Vocational Education, Akron, Ohio.

Recorder: C. THOMAS DEAN, Head, Department of Industrial Arts, Long Beach State College, Long Beach, Calif.

Tuesday, Dec. 4, 9:00 A.M.

Evaluation of Industrial Arts—A Series of Group Discussions

Chairman: G. WESLEY KETCHAM, Consultant in Industrial Arts, Hartford, Conn.

General Recorder: JAMES HAMMOND, Director of Industrial Arts, State Teachers College, Fitchburg, Mass.

Group I: Self Evaluation of Teachers.
Leader: WILLIAM J. MICHEELS, Professor of Industrial Education, University of Minnesota, Minneapolis.
Recorder: DONALD F. HACKETT, Head, Department of Industrial Education, Georgia Teachers College, Collegeboro, Ga.

Resource Persons

PAT H. ATTEBERRY, Chairman, Industrial Arts Department, Western Washington College of Education, Bellingham, Wash.

GORDON O. JOHNSON, State Supervisor of Industrial Education, Jefferson City, Mo.

RALPH K. NAIR, Associate Professor of Industrial Arts, Santa Barbara College, University of California, Santa Barbara, Calif.

Group II: Student Evaluation of Teachers.
Leader M. RAY KARNES, Professor and Chairman of Industrial Education, University of Illinois, Urbana, Ill.
Recorder: ROY G. FALES, Chief, Bureau of Industrial Arts Education, Albany, N. Y.

Resource Persons

FREDERICK D. KAGY, Assistant Professor of Industrial Arts, Colorado State College, Greeley, Colo.

EDWIN L. KURTH, Consultant, Industrial Arts, Tallahassee, Fla.

JOSEPH SCHAD, Head, Industrial Arts Department, Virginia Polytechnic Institute, Blacksburg, Va.

Group III: Evaluation of Teachers by Administrators and Supervisors.
Leader: E. H. CURRY, Supervisor of Industrial Arts, Detroit, Mich.
Recorder: J. LYMAN GOLDSMITH, Supervisor, Vocational and Industrial Arts Education, Los Angeles, Calif.

Resource Persons

KENNETH L. BROWN, Director, Industrial Arts, State Teachers College, Buffalo, N. Y.

L. L. GORE, Professor of Industrial Arts, George Peabody College for Teachers, Nashville, Tenn.

WILLIAM T. KELLY, Assistant Director of Industrial Arts, Philadelphia, Pa

Group IV: Student Participation in Evaluation
Leader: HARRY THOMAS, Supervisor of Industrial Arts, Baton Rouge, La.
Recorder: O. A. HANKAMMER, Head, Department of Industrial Education, State Teachers College, Pittsburg, Kan.

Resource Persons

GEORGE HENRY, Head, Industrial Arts Department, A & M College, Fort Collins, Colo.

RAYMOND H. LARSON, Chairman, Department of Industrial Arts, State Teachers College, St. Cloud, Minn.

JOHN MITCHELL, Chairman, Department of Industrial Arts, State Teachers College, Gorham, Maine.

Group V: Evaluation of Students
Leader: WILLIAM WILKINSON, Head Industrial Arts Department, Nether Providence High School, Wallingford, Pa.

Recorder: LAWRENCE M. FREDERICK, Chairman, Department of Industrial Education, New Mexico Western College, Silver City, N. M.

Resource Persons

ANDREW K. AULT, Instructor of Industrial Arts, University High School, Morgantown, W. Va.

RUPERT N. EVANS, Associate Professor of Industrial Education, University of Illinois, Urbana, Ill.

IVAN HOSTETLER, Head, Department of Industrial Arts, North Carolina State College of Agriculture and Engineering, University of North Carolina, Raleigh, N. C.

Group VI: Evaluation of Student's Work

Leader: WILLIAM MASON, Supervisor of Industrial Arts, Cleveland, Ohio.

Recorder: WILLIAM E. MORTIMER, Head, Department of Industrial Education, Utah Agricultural College, Logan, Utah.

Resource Persons

ROBERT G. HAMMOND, Associate Professor of Industrial Education, Northwestern State College, Natchitoches, La.

DONALD C. NOYCE, Instructor of Industrial Arts, Denver, Colo.

HUGH L. OAKLEY, Head, Department of Industrial Education, Murray State College, Murray, Ky.

Group VII: Evaluation of Industrial Arts in Secondary Schools.

Leader: STANLEY J. PAWELEK, Supervisor of Industrial Arts, Baltimore, Md.

Recorder: R. PAUL LIGHTLE, Supervisor of Industrial Arts, Fort Wayne, Ind.

Resource Persons

LEON BIBB, Chairman, Department of Industrial Arts, Austin Peay State College, Clarksville, Tenn.

VIRON N. HUKILL, Acting Head, Department of Industrial Arts, State Teachers College, Conway, Ark.

OSCAR E. KJOS, Professor of Industrial Arts, Northern Montana College, Harve, Mont.

Group VIII: Accreditation of Industrial Arts in Teacher Education.

Leader: WALTER R. WILLIAMS, State Director of Vocational Education and Industrial Arts, Tallahassee, Fla.

Recorder: WELCOME E. WRIGHT, Head, Department of Industrial Education, East Texas State College, Commerce, Tex.

Resource Persons

JACK A. FUZAK, Chairman, Industrial Arts Education, Michigan State College, East Lansing, Mich.

CARL HAMBURGER, Supervisor of Industrial Arts, Cleveland, Ohio.

KERMIT SEEFELD, Chairman, Industrial Education Department, Santa Barbara College, University of California, Santa Barbara, Calif.

Tuesday, Dec. 4, 2:00 P.M.

Visit Commercial and Educational Exhibits.

Wednesday, Dec. 5, 8:00 A.M.

Industrial Arts Division

Business Meeting

President: SHRIVER L. COOVER, Director, Industrial Arts Department, State Teachers College, California, Pa.

J. Ernest Koehner, 1956 AVA Convention Co-Chairman, J. F. Ingram, AVA President, and Lowell A. Burkell, Assistant AVA Executive Secretary planning details.

Vice President: G. HAROLD SILVIUS, Chairman and Professor, Department of Industrial Education, Wayne University, Detroit, Mich.

Secretary: VERNE L. PICKENS, Chairman, Division of Vocational Education and Practical Arts, Kansas City, Mo.

Election of Officers

Reports:

Membership in Industrial Arts Division of AVA—JOSEPH SCHAD, Head, Industrial Arts Department, Virginia Polytechnic Institute, Blacksburg, Va.

Student Membership in AVA—JOHN A. JARVIS, Dean, Industrial Education, Stout State College, Menomonie, Wisc.

Industrial Arts Articles in the AMERICAN VOCATIONAL JOURNAL—WILLIAM MASON, Supervisor of Industrial Arts, Cleveland, Ohio.

Research and Publications — CHRIS GRONEMAN, Head, Department of Industrial Education, A & M College, College Station, Tex.

Teacher Recruitment—KERMIT SEEFELD, Chairman, Industrial Education Department, Santa Barbara College, University of California, Santa Barbara, Calif.

Discussion

Recommended Projects for the Industrial Arts Division of the American Vocational Association.

Wednesday, Dec. 5, 2:00 P.M.

Industrial Arts Design

Chairman: JOHN L. FEIRER, Head, Industrial Arts Department, Western Michigan College, Kalamazoo, Mich.

How Industrial Design Techniques Can Be Applied to School Shop Activities —HERMAN ZIMMERMAN, Sales Engineer, Danly Machine Specialites, Inc., St. Louis, Mo.

Panel Members

ALEXANDER F. BICK, Designer and Teacher, Milwaukee, Wisc.

MAURICE OVERHOLT, Flint Junior College, Flint, Mich.

PAUL L. SCHERER, Assistant Professor of Industrial Arts, Santa Barbara College, University of California, Santa Barbara, Calif.

Recorder: D. B. DOTY, Assistant Professor of Industrial Education, University of Missouri, Columbia, Mo.

Thursday, Dec. 6, 9:00 A.M.

Chairman: H. H. LONDON, Professor of Industrial Education, University of Missouri, Columbia, Mo.

Panel Discussion: What Should We Teach in Industrial Arts?

Panel Members

R. O. GALLINGTON, Chairman, Industrial Education and Applied Science, Southern Illinois University, Carbondale, Ill.

H. O. REED, Head, Department of Industrial Arts, Iowa State Teachers College, Cedar Falls, Iowa.

JACK ROBB, Training Director, McDonald Aircraft Corporation, St. Louis.

RALPH K. WATKINS, Professor of Education and Curriculum Specialist, University of Missouri, Columbia.

RALPH C. WENRICH, Head, Department of Vocational Education and Practical Arts, University of Michigan, Ann Arbor, Mich.

Recorder: ORIN R. ROBINSON, Instructor of Industrial Arts, Brittany Junior High School, University City, Mo.

Thursday, Dec. 6, 2:00 P.M.

The New World of Manufacturing

Chairman: DEWEY BARICH, Department of Educational Affairs, Ford Motor Company, Dearborn, Mich.

Speaker: HAROLD FOSS, Director of Manufacturing Engineering, Office Manufacturing Staff, Ford Motor Company, Detroit, Mich.

Recorder: THOMAS R. GAINES, Professor of Industrial Arts, Central Missouri State College, Warrensburg.

Samuel L. Fick

F. J. Konecny

Samuel L. Fick, AVA Vice President for Trade and Industrial Education, and Chief, Bureau of Industrial Education, Sacramento, Calif.; F. J. Konecny, Program Chairman for Trade and Industrial Education Program, and Executive Assistant, Texas Engineering Extension Service, Texas A & M College, College Station, Tex.

NATIONAL ASSOCIATION OF INDUSTRIAL TEACHER EDUCATORS

Executive Committee Meeting

Sunday, Dec. 2, 2:00 P.M.

Chairman: MELVIN L. BARLOW, President, NAITE, and Supervisor, Trade and Industrial Teacher Training, University of California, Los Angeles.

Sunday, Dec. 2, 7:30 P.M.

The NAITE at Work—A Summary and Discussion of the Professional Activities of the Association's Committees.

Chairman: JOHN A. JARVIS, Dean, Division of Industrial Education, Stout State College, Menomonie, Wisc.

Topic 1: Report of the Research Committee—H. H. LONDON, Professor of Industrial Education, University of Missouri, Columbia, Mo.

Topic 2: Report of the Evaluation Committee—RUPERT N. EVANS, Assistant Professor of Industrial Education, University of Illinois, Urbana, Ill.

Topic 3: Report of the Membership Committee — ROBERT A. TINKHAM, Asssistant Professor of Industrial Education, University of Illinois, Urbana, Ill.

Topic 4: Other Committee Reports

Host: ROBERT A. TINKHAM, Assistant Professor, Industrial Education, University of Illinois, Urbana, Ill.

Recorder: ROBERT WORTHINGTON, University of Minnesota, Minneapolis.

Monday, Dec. 3, 9:30 A.M.

Selected Research in Industrial Education

Chairman: HERBERT L. BENSON, Acting Head, Vocational Education, A & M College, Fort Collins, Colo.

A Study of Apprenticeship—CLIFFORD G. DOBSON, Head, Industrial Arts Department, Los Angeles State College, Los Angeles, Calif.

Techniques of Research—EARLE CANFIELD, Professor of Mathematics, Drake University, Des Moines, Ia.

Host: (To be announced)

Recorder: (To be announced)

Monday, Dec. 3, 2:00 P.M.

Industrial Arts Teacher Education Section I

Chairman: KERMIT A. SEEFELD, Chairman of Industrial Arts, University of California, Santa Barbara, Calif.

Industrial Arts in 1970—R. LEE HORNBAKE, Chairman of Industrial Education, University of Maryland, College Park, Md.

Facilities for Industrial Arts in 1970—M. RAY KARNES, Professor and Chairman of Industrial Education, University of Illinois, Urbana, Ill.

Industrial Arts Teacher Training in 1970—WILLIAM J. MICHEELS, Chairman, Industrial Education Department, University of Minnesota, Minneapolis, Minn.

Host: GEORGE HENRY, Chairman of Industrial Education, A & M College, Fort Collins, Colo.

Recorder: FRED J. SCHMIDT, Chairman of Industrial Arts Education, Ball State Teachers College, Muncie, Ind.

Monday, Dec. 3, 2:00 P.M.

Trade and Industrial Teacher Education Section II

Chairman: C. THOMAS OLIVO, Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training, State Education Department, Albany, N. Y.

English and Mathematics Competencies of Trade Teachers — KARL A. THOMTE, Assistant Supervisor of Trade and Industrial Teacher Training, University of California, Berkeley, Calif.

Day Trade Programs—A Motion Picture Presentation—JOE L. REED, Industrial Teacher Trainer, Division of Extension, University of Texas, Austin, Tex.

Host: To be announced)

Recorder: (To be announced)

Tuesday, Dec. 4, 9:00 A.M.

Joint Meeting With National Association of State Supervisors of Trade and Industrial Education, and National Council of Local Administrators of Vocational Education and Practical Arts

Chairman: EDWARD K. HANKIN, Head, Trade and Industrial Education, Florida State University, Tallahassee.

Theme: Professional Growth

The Point of View of a State Supervisor—LOUIS A. MCELROY State Supervisor of Trade and Industrial Education, Phoenix, Ariz.

The Reactions of a Local Administrator—R. W. BARDWELL, Director of Vocational and Adult Education, Madison, Wisc.

Contributions of Teacher Education—MELVIN L. BARLOW, Supervisor, Trade and Industrial Teacher Training, University of California, Los Angeles, Calif.

Panel Members

HAROLD F. BRAEME, State Supervisor of Trade and Industrial Education, Montpelier, Vt.

KARL KLUGE, Supervisor, Trade and Industrial Education, Tacoma Vocational Technical School, Tacoma, Wash.

ELROY W. BOLLINGER, Professor, State Bureau of Vocational Curriculum, Development and Industrial Teacher Training, New York, N. Y.

Host: RUSSELL K. BRITTON, Administrative Assistant, Curriculum Division, Denver Public Schools, Denver, Colo.

Recorder: E. M. CLAUDE, State Chief, Trade and Industrial Education, Springfield, Ill.

Tuesday, Dec. 4, 12:00 Noon

Luncheon and Business Meeting

Chairman: MELVIN L. BARLOW, President of NAITE, and Supervisor, Trade and Industrial Teacher Training, University of California, Los Angeles, Calif.

Keynoter: (To be announced)

Topic: (To be announced)

Business Meeting

Host: (To be announced)

Recorder: (To be announced)

Tuesday, Dec. 4, 4:00 P.M.

Executive Committee Meeting

Chairman: MELVIN L. BARLOW, President, NAITE.

NATIONAL ASSOCIATION OF STATE SUPERVISORS OF TRADE AND INDUSTRIAL EDUCATION

Monday, Dec. 3, 8:30 A.M.

Joint Meeting with the National Council of Local Administrators of Vocational Educational and Practical Arts and American Technical Education Association

Chairman: LORENZO E. PETERSON, President, American Technical Education Association, and Director, Technical Division, Weber College, Ogden, Utah.

Exploring Needs for Technical Education—JOHN P. WALSH, Director, Trade and Industrial Education Service, U. S. Office of Education, Washington, D. C.

Technical Occupations in the Industrial Pattern of the Nation—SEYMOUR L. WOLFBEIN, Chief, Division of Manpower and Employment Statistics, U. S. Department of Labor, Washington, D. C.

Panel Discussion

Moderator: BYRL R. SHOEMAKER, State Supervisor of Trade and Industrial Education, Columbus, Ohio.

Panel Members

THOMAS BELL, Director of Vocational Education, Shelby County, White Haven, Tenn.

JOSEPH WOLBER, Cass Technical High School, Detroit, Mich.

WM. N. FENNINGER, Chief, Bureau of Trade and Technical Education, Albany, N. Y.

Host: MERTON C. WHEELER, Director of Industrial Education, Jefferson City, Mo.

Recorder: HARRY LEWIS, Coordinator of Curriculum Development, Vocational High School Division, New York, N. Y.

Monday, Dec. 3, 2:00 P.M.

General Meeting

Chairman: T. E. HAMPTON, State Supervisor of Trade and Industrial Education, Baton Rouge, La.

The Development of Area Vocational School Programs—NELSON J. MURBACH, Chief, Bureau of Occupational Extension and Industrial Services, Albany, N. Y.

Panel Discussion

Moderator: T. E. HAMPTON

Panel Members

RICHARD W. HOWES, Chief, Bureau of Vocational Education, Hartford, Conn.

G. W. HAVERTY, President, North Dakota State School of Science, and State Supervisor of Trade and Industrial Education, Wahpeton, N. D.

VON H. ROBERTSON, Director, Trade and Industrial Education, Salt Lake City, Utah.

BURR D. COE, Director, Middlesex County Vocational and Technical High Schools, New Brunswick, N. J.

Host: W. G. FLANNERY, State Supervisor of Trade and Industrial Education, Denver, Colo.

Recorder: GEORGE L. SANDVIG, State Supervisor of Trade and Industrial Education, Richmond, Va.

Tuesday, Dec. 4, 9:00 A.M.

Joint Meeting With National Association of Industrial Teacher Educators and National Council of Local Administrators of Vocational Education and Practical Arts

Chairman: EDWARD K. HANKIN, Head, Trade and Industrial Education, Florida State University, Tallahassee, Fla.

Theme: Professional Growth

The Point of View of a State Supervisor—LOUIS A. MCELROY, State Supervisor of Trade and Industrial Education, Phoenix, Ariz.

The Reactions of a Local Administrator—R. W. BARDWELL, Director of Vocational and Adult Education, Madison, Wisc.

Contributions of Teacher Education—MELVIN L. BARLOW, Supervisor, Trade and Industrial Teacher Training, University of California, Los Angeles, Calif.

Panel Members

HAROLD F. BRAEME, State Supervisor of Trade and Industrial Education, Montpelier, Vt.

KARL KLUGE, Supervisor, Trade and Industrial Education, Tacoma Vocational Technical School, Tacoma, Wash.

ELROY W. BOLLINGER, Professor, State Bureau of Vocational Curriculum, Development and Industrial Teacher Training, New York, N. Y.

Host: RUSSELL K. BRITTON, Administrative Assistant, Curriculum Division, Denver Public Schools, Denver, Colo.

Recorder: E. M. CLAUDE, State Supervisor of Trade and Industrial Education, Springfield, Ill.

Tuesday, Dec. 4, 2:00 P.M.

Business Meeting

Chairman: O. H. BEATY, President, National Association of State Supervisors of Trade and Industrial Education, and State Supervisor of Trade and Industrial Education, Des Moines, Ia.

Host: (To be announced)

Recorder: BLANCHE NECHANICKY, Supervisor, Bureau of Trade and Technical Education, Albany, N. Y.

Tuesday, Dec. 4, 7:30 P.M.

Joint Meeting Trade and Industrial Supervisor Training and American Society of Training Directors, St. Louis Chapter

Co-Chairmen: LINN R. COFFMAN, President, St. Louis Chapter, American Society of Training Directors, and Training Supervisor, Western Cartridge Division, Olin Mathieson Chemical Corporation, East Alton, Ill.; EARL M. BOWLER, Director, Industrial Education Department, Division of Extension, University of Texas, Austin, Tex.

Personnel Development-Education at Work in American Industry—ELBERT W. BURR, Manager, Personnel Development, Monsanto Chemical Company, St. Louis, Mo.

Panel Discussion: How Can ASTD and Vocational Educators Work Together to Improve Supervisory Personnel.

Panel Members

CHARLES R. CRUMPTON, Professor of Education, Industrial Education Department, University of Louisville, Louisville, Ky.

WILLIAM J. KEEHN, Training Coordinator, White-Rogers Electric Company, St. Louis, Mo.

JOHN E. MONAGHAN, Training Consultant, Bemis Brothers Bag Company, St. Louis, Mo.

NELSON J. MURBACH, Chief, Bureau of Occupational Extension and Industrial Services, Albany, N. Y.

O. P. STAMSTEAD, Manager of Education Development, Union Electric Company, St. Louis, Mo.

Host: FRANK J. WOERDEHOFF, Assistant Professor, Industrial Education, Purdue University, Lafayette, Ind.

Recorder: BYRL R. SHOEMAKER, State Supervisor of Trade and Industrial Education, Columbus, Ohio.

Wednesday, Dec. 5, 8:15 A.M.

Apprentice Training

Chairman: ROBERT C. RILEY, Industrial Coordinator, South Bend Public School System, South Bend, Ind.

Challenge of Today in Vocational and Technical Training—H. LEE BURNS, Director, Electricians Joint Apprenticeship and Training Committee, St. Louis, Mo.

Education For Automation—HUGO PETERSON, Manager of Training, Bendix Aviation Corp., South Bend, Ind.

Joint Apprenticeship Committee in Action — DONALD MCCONNELL, Chairman, Joint Apprentice Committee, Niles, Mich.

Materials for Related Instruction—JOHN P. WALSH, Director, Trade and Industrial Education Service, U. S. Office of Education, Washington.

Host: MAURICE L. STEWART, Supervisor, Industrial Education, Jefferson City, Mo.

Recorder: C. E. HIGHLEN, Professor, Industrial Education, Purdue University, Lafayette, Ind.

Wednesday, Dec. 5, 8:15 A.M.

Radio, Electronics, Television Meeting Section I

Chairman: D. H. MORELAND, Director, Union Parish Trade School, Farmersville, La.

Panel Discussion

Moderator: DON H. STOVER, Service Coordinator, Radio-Electronics-Television Manufacturers Association, Washington, D. C.

Panel Members

What New York Trade School Has Prepared for Vocational Use — PAUL ZBAR, RETMA Television Instructor, New York Trade School, New York.

The Overall RETMA Program for Education of Electronic Technicians—A. COURMONT, Educational Director, Sprague Electric Company, Adams, Mass.

How the Madison Vocational and Adult School has Used RETMA Training Courses — PAUL PATTERSON, Radio and Television Instructor, Madison Vocational and Adult School, Madison, Wisc.

The Demand for Electronic Technicians in Industry—RICHARD S. OSTBERG, Director of Industrial Relations, Radio and Television Division, Sylvania Electric Products, Inc., Buffalo, N. Y.

Host: OLIVER J. RUEL, Head, Electrical Department, David Ranken Jr. School of Mechanical Trades, St. Louis, Mo.

Recorder: RALPH W. BENTLEY, JR., Director, Memorial Area Vocational School, New Roads, La.

Wednesday, Dec. 5, 8:15 A.M.

Supervisory Training

Chairman: L. K. JONAS, Chief, Supervisory Training, Engineering Extension Service, A & M College, College Station, Tex.

Theme: Evaluating Instructional Material

Demonstration: A practical demonstration of how some measure of objectivity can be included when evaluating any teaching outline and all types of teaching material or aids.

Host: MARK LOWREY, Industrial Teacher Trainer, Engineering Extension Service, A & M College, College Station, Tex.

Recorder: B. M. HACKNEY, Industrial Teacher Trainer, Engineering Extension Service, A & M College, College Station, Tex.

Women's Section
Trade and Industrial Education

Wednesday, Dec. 5, 8:15 A.M.

Chairman: HELEN J. EVANS, Supervisor, Vocational Education for Girls, Chicago, Ill.

How Industry and Schools Can Better Work Together for Happy Preparation and Placements — WELLBORNE MOISE, Personnel Manager, Ralston-Purina Company, St. Louis, Mo.

Hostess: ELIZABETH F. KING, Junior Administrative Assistant, Department of Guidance and Placement, Detroit Public Schools, Detroit, Mich.

Recorder: MARY S. RESH, Principal, Anna Burdick Vocational High School, Washington, D. C.

Wednesday, Dec. 5, 12:00 Noon

Luncheon

State Supervisors of Trade and Industrial Education and State Directors of Vocational Education

Chairman: L. A. MITCHELL, JR., Manager, Product Education and Training, General Motors Corporation.

Sponsored by the Automobile Manufacturers Association.

Wednesday, Dec. 5, 12:30 P.M.

Women's Section

Luncheon and Business Meeting

Chairman: FRANCES RUTHERFORD, Head of Fashion Tailoring Department, John O'Fallon Technical High School, St. Louis, Mo.

Employment Opportunities in the St. Louis Area—GLADYS D. MEYER, Manager, Personnel Services Division, White-Rodgers Electric Company, St. Louis, Mo.

Business Meeting
Hostess: ELIZABETH F. KING, Junior Administrative Assistant, Department of Guidance and Placement, Detroit, Mich.
Recorder: (To be announced)

Wednesday, Dec. 5, 2:00-5:00 P.M.

Visit Commercial and Educational Exhibits

Thursday, Dec. 6, 8:15 A.M.

Automotive Training

Chairman: C. R. WRIGHT, Administrative Assistant for Vocational Educational, Alton, Ill.
Activities of the 1956 A.I.V.E. Conference—L. A. MITCHELL, JR., Chairman, A.I.V.E. Conference, and Manager, Product Education and Training, General Motors Corporation, Detroit, Mich.; and STANLEY S. ROE, Secretary, A.I.V.E. Conference, Autobile Manufacturers Association, Detroit, Mich.
Panel Discussion: Problems in Guidance and Counseling for Automotive Training
Panel Members:
HOBART H. SOMMERS, Assistant Superintendent in Charge of Vocational Education, Chicago, Ill.
O. L. CRISSEY, General Motors Institute, Flint, Mich.
A. B. JORDAN, Administrative Assistant to Principal of Hadley Technical High School, St. Louis, Mo.
HOWARD GOOD, Regional Service Director, General Motors Corporation, Buick Division, Chicago, Ill.
L. M. STEWART, Local Dealer, Chrysler-Plymouth, St. Louis, Mo.
Discussion Leader: A. D. ALTHOUSE, Vice Chairman, A.I.V.E. Conference and Assistant Director of Vocational Education, Detroit, Mich.
Host: HAROLD S. BOSTWICK, Coordinator, Murrell Dobbins Vocational-Technical High School, Philadephia, Pa.
Recorder: ALFRED L. MACK, Head of Automotive Training, John O'Fallon Technical High School, St. Louis, Mo.

Thursday, Dec. 6, 8:15 A.M.

Building Trades Meeting

Chairman: L. V. BALLARD, Director, Vocational and Industrial Education, Oklahoma City, Okla.
Planning a Building Trades Program—R. C. KLEINER, Carpentry Instructor, Bartlesville, Okla.
Public Relations and the Building Trades Program—(Speaker to be announced)
The Lumberman's Interest in the Building Trades Program—W. M. MORGAN, Secretary-Manager, Oklahoma Lumberman's Association, Oklahoma City, Okla.
The Board of Education & Home Builders Interest in the Building Trades Program—JIM WRIGHT, Vice President, Oklahoma City Board of Education and Oklahoma City Builder, Oklahoma City, Okla.
Host: C. E. PAUL, Supervisor of Vocational Education, Muskogee, Okla.
Recorder: HENRY WHITE, Coordinator, Diversified Occupations, Bartlesville, Okla.

Thursday, Dec. 6, 8:15 A.M.

Graphic Arts Section

Chairman: HOWARD MASSMAN, Printing Trades Coordinator, Patterson Cooperative High School, Dayton, Ohio.
Latest Developments in Industry-Education Cooperation for Better Graphic Arts Education—SAMUEL M. BURT, Managing Director, Education Council of the Graphic Arts Industry, Inc., Washington, D. C.
Our Experience with Photo-Typesetting—JOHN LAMOUREUX, Vice President, Warwick Typographers, St. Louis, Mo.
Panel Discussion: Facing Problems Relative to Recruiting and Training Needed Skilled Manpower for the Graphic Arts Industry.
FRED E. WINSOR Executive Vice President, Graphic Arts Association of St. Louis, Mo.
BERNARD C. MEYER, General Manager A. R. Fleming Printing Company, and Past-President, St. Louis Club of Printing House Craftsmen, St. Louis, Mo.
FERDY J. TAGLE, Principal, New York School of Printing, New York, N. Y.
SAMUEL M. BURT
JOHN LAMOUREUX
Recorder: JOHN E. SCHAAB, Printing Instructor, O'Fallon Technical High School, St. Louis, Mo.

Thursday, Dec. 6, 8:15 A.M.

Industrial Cooperative Training

Chairman: T. LOGAN KEYES, Head, Coordinator, Nashville, Tenn.
Providing Related Instructor and Coordination Correlated with the On-the-Job Training of Industrial Cooperative Students Employed on Other Than the Half-Day School-Half-Day Work Plan—JOHN F. SHEA, Assistant State Director for Vocational Education, Boston, Mass.
The School's Responsibility in Making the Related Instruction Truly Functional in the Training of the Industrial Cooperative Student-Learner—ARCHIE G. BRYANT, Teacher Trainer for Trade and Industrial Education, Atlanta, Ga.
Safe and Suitable Jobs for Part-Time Trade and Industrial Cooperative Trainees—CLYDE T. SMITH, Safety Engineer, Bureau of Labor Standards, U. S. Department of Labor.
Host: K. B. WILSON, Diversified Occupations Coordinator, Decatur High School, Decatur, Ill.
Recorder: MALVIN UTLEYE, Industrial Cooperative Training Coordinator, Hopewell, Va.

Thursday, Dec. 6, 8:15 A.M.

Metal Trades Training

Chairman: FRANK MICCIO, Chairman, Metal Trades Department, RALPH R. MCKEE Vocational and Technical High School, Staten Island, N. Y.
(Program to be completed)

Thursday, Dec. 6, 8:15 A.M.

Radio, Electronics and Television Section II

Chairman: OLIVER J. RUEL, Department of Electricity, David Ranken, Jr., School of Mechanical Trades, St. Louis, Mo.
Theme: Workable Curriculum and Methods for Electronic Training.
A Typical Functioning Radio TV Program at the High School Level—Speaker to be announced.
How High School Electronics Courses Help Prepare the Air Force Electronics Specialist Trainee—LT. COL. ARVID E. DAHLBERG, USAF, Scott Air Force Base, Ill.
Visual Aids and Special Methods for Effective Electronic Training in the Air Force—HENRY J. DUEL, Educational Specialist, USAF, Scott Air Force Base, Ill.
A Program of Industrial Electronics at the Technical Level—HUGH LINEBACK, Head, Radio and Electronics Department, Oklahoma Institute of Technology, Stillwater, Okla.
Electronic Instrumentation—The Man and the Industry—CHARLES SCHMID, Supervisor of Instrumentation, Dow Chemical Company, Madison, Ill.
Host: EARL H. BROWN, Electrical Instructor, Lead Belt Vocational School, Bonne Terre, Mo.
Recorder: JOHN C. SAMPSON, Head, Radio-TV Department, David Ranken, Jr. School of Mechanical Trades, St. Louis, Mo.

Thursday, Dec. 6, 8:15 A.M.

Women's Section

Chairman: GRACE A. MARTIN, Principal, Jane Addams Vocational High School, Cleveland, Ohio
Theme: Broadening the Scope of Vocational Education to Include Medical Services.
Dietary Assistant—RUTH M. YAKEL, Executive Director, The American Dietetic Association
Dental Assistant—ESTHER G. SKELLEY, Assistant Principal, Springfield Trade High School, Springfield, Mass.
Practical Nursing — A. KATHERINE SPROSS, R. N., Coordinator of Practical Nursing, John O'Fallon Technical High School, St. Louis, Mo.
X-Ray Technician — CATHERINE F. GRANT, Assistant Director, Vocational Education, Philadelphia, Pa.
Medical Assistant—SALLIE H. RICHARDSON, Principal, Essex County Adult Technical School, Newark, N. J.
Hostess: ELIZABETH F. KING, Junior Administrative Assistant, Department of Guidance and Placement, Detroit, Mich.
Recorder: MARIE P. JONES, District Supervisor, Trade and Industrial Education, Ridgeway, S. C.

Thursday, Dec. 6, 2:00 P.M.

General Meeting

Preparing Today's Skilled Workers for Tomorrow's Skills

General Chairman: SAMUEL L. FICK, AVA Vice President for Trade and Industrial Education, and Chief, Bureau of Industrial Education, Sacramento, Calif.
Program Chairman: FRANK J. WOERDEHOFF, Assistant Professor, Industrial Education, Purdue University, Lafayette, Ind.
Report of the Vice President—SAMUEL L. FICK
Report of Trade and Industrial Policy and Planning Committee—GEORGE W. MORGENROTH, Chairman, and Director, Essex County Vocational Schools, Newark, N. J.
Exploring the Industrial Training Problems Resulting from the Rapid Technological Change that is Occurring in American Industry:
From the Viewpoint of a Scientist—S. E. RUSINOFF, Professor, Manufacturing Processes, Illinois Institute of Technology, Chicago, Ill.
From the Viewpoint of an Educational Director Representing Labor—OTTO PRAGAN, Director of Education and Research, International Chemical Workers' Union, Akron, Ohio

From the Viewpoint of a Training Director of Industry—E. R. CHAPPELL, Training Director, Esso Standard Oil Company, New York, N. Y. ((Presently on leave as Special Assistant to the Secretary of Labor, U. S. Department of Labor)

The Interrogators will pose the problems:

State Director's Viewpoint—WESLEY P. SMITH, State Director of Vocational Education, Sacramento, Calif.

State Supervisor's Viewpoint—FRED W. EBERLE, State Supervisor of Trade and Industrial Education, Charleston, W. Va.

Local Director's Viewpoint—JOHN AUSMAN, Director, School of Vocational and Adult Education, Manitowoc, Wisc.

Vocational Division, U. S. Office of Education Viewpoint — JOHN P. WALSH, Chief, Trade and Industrial Education Branch, U. S. Office of Education, Washington, D. C.

Teacher Trainer's Viewpoint—CHARLES V. YOUMANS, Professor of Industrial Education, University of Kentucky, Lexington, Ky.

Host: HAROLD W. PORTER, Industrial Education, Purdue University, Lafayette, Ind.

Recorder: DONALD LUX, Industrial Education, University of Illinois, Urbana, Ill.

Thursday, Dec. 6, 4:15 P.M.

Safety Education Program

Theme: What Is the School's Place In Do-It-Yourself Programs With Special Reference to Safety?

Chairman: J. E. TEPOORTEN, Coordinator, Wisconsin Schools of Vocational and Adult Education, Madison, Wisc.

General Introduction to Do-It-Yourself Activities — NICHOLAS P. STUMPF, Main Township High School, Des Plaines, Ill.

In Homemaking Programs—RENA L. HODGEN, Chief, Home Economics Education Service, Springfield, Ill.

In Farm Shop Programs — HAROLD HOMANN, DuQuoin High School, DuQuoin, Ill.

In the Hobby Program—JOHN M. GROEBLI, Professor of Industrial Arts, Santa Barbara State College, Santa Barbara, Calif.

In the Home Projects for Profit Program—KERMIT A. SEEFIELD, Chairman, Industrial Arts Department, University of California, Santa Barbara, Calif.

Host: (To be announced)

Recorder: (To be announced)

Trade and Industrial Policy and Planning Committee

Sunday, Dec. 2, 2:00 P.M.

Executive Meeting of Policy and Planning Committee

Chairman: GEORGE W. MORGENROTH, Director, Essex County Vocational Schools, Newark, N. J.

Wednesday, Dec. 5, 3:00 P.M.

Executive Meeting of Policy and Planning Committee

Chairman: GEORGE W. MORGENROTH

Friday, Dec. 7, 12:30 P.M.

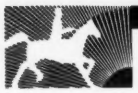
Executive Meeting of Policy and Planning Committee

Chairman: GEORGE W. MORGENROTH

1956 Commercial Exhibitors

Firm Name and Address	*Booth No*
Addressograph-Multigraph Corp., 1200 Babbitt Rd., Cleveland 17, O.	5-6
Adjustable Clamp Co., 417 N. Ashland Ave., Chicago 22, Ill.	95
American Air-Filter Co., 215 Central Ave., Louisville 8, Ky.	67
American Petroleum Institute, 50 W. 50th St., New York 20, N. Y.	225
American Technical Society, 848 E. 58th St., Chicago 37, Ill.	103-104
Ammco Tools, Inc., 2100 Commonwealth, North Chicago, Ill.	201-202
Atlas Press Co., Kalamazoo, Mich.	57-58-59
Barrett Equipment Co., 21st and Cass Ave., St. Louis, Mo.	209
Charles A. Bennett Co., Inc., 237 N. Monroe St., Peoria, Ill.	71
The Black & Decker Manufacturing Co., Towson 4, Md.	68-69
Boice-Crane Co., 930 W. Central Ave., Toledo 6, O.	89-90
Brodhead-Garrett Co., 4560 E. 71st St., Cleveland 5, O.	93-94
Brown & Sharpe Mfg. Co., 235 Promenade St., Providence 1, R. I.	34
The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis.	106
Cerro de Pasco Corp., 300 Park Ave., New York 22, N. Y.	234
Chilton Book Division, 56th and Chestnut Sts., Philadelphia 39, Pa.	203
The Cincinnati Tool Co., 1951 Waverly Ave., Norwood, Cincinnati 12, O.	81
The Coca-Cola Co., P. O. Drawer 1734, Atlanta, Ga.	76
Columbian Vise & Mfg. Co., 9021 Bessemer Ave., Cleveland 4, O.	98
Crow Electri-Craft Corp., 1102 Shelby St., Vincennes, Ind.	49
Curtis Manufacturing Co., 1905 Kienlen Ave., St. Louis 20, Mo.	227
Delmar Publishers, Inc., Mountainview Ave., Albany 5, N. Y.	53-54
DeVry Technical Institute, 4141 Belmont Ave., Chicago 41, Ill.	79
DeWalt, Inc., Lancaster, Pa.	29-30
A. B. Dick Co., 5700 W. Touhy Ave., Chicago 31, Ill.	82-83-84
Eugene Diezgen Co., 2425 N. Sheffield Ave., Chicago 14, Ill.	99-100
Henry Disston Division, H. K. Porter Co., Inc. Unruh and Milnor Sts., Philadelphia 35, Pa.	91
Duro Metal Products Co., 2649 N. Kildare Ave., Chicago, Ill.	9-10
Federal Civil Defense Administration, Battle Creek, Mich.	230-231
Fisher Body Craftsman's Guild, A-52 Tech Center, Detroit 2, Mich.	92
Ford Motor Co., Industrial Arts Awards 3000 Schaefer Rd., Dearborn, Mich.	17-18
General Electric Co., Exhibit Unit, Visual Education Section, 1 River Rd., Schenectady 5, N. Y.	35-36
General Finishes Sales & Service Co., 1548 W. Bruce St., Milwaukee 46, Wis.	208
The Goodheart-Willcox Co., Inc., 1321 S. Michigan Ave., Chicago 5, Ill.	101
Gramercy Guild Group, Inc., 120 Broad St., New York 4, N. Y.	13
Hamilton Manufacturing Co., Two Rivers, Wis.	45-46
Hardwood Corporation of America, Educational Lumber Division, P. O. Box 1091, Asheville, N. C.	25
D. C. Heath and Co., 285 Columbus Ave., Boston, Mass.	52
The Hoover Co., North Canton, O.	23
Keufel & Esser Co., Hoboken, N. J.	33
Leeds Sweete Products, Inc., 362 W. Erie St., Chicago 10, Ill.	235
Linde Air Products Co., A Div. of Union Carbide & Carbon Corp., 30 E. 42nd St., New York 17, N. Y.	14
Logan Engineering Co., 4901 W. Lawrence Ave., Chicago, Ill.	107-108
The Lufkin Rule Co., 1730 Hess Ave., Saginaw, Mich.	75

The Macmillan Co., 60 Fifth Ave., New York 11, N. Y. 21
McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y. 19-20
McKnight & McKnight Publishing Co., Bloomington, Ill. 80
Modern Engineering Co., 3411 Pine Blvd., St. Louis 3, Mo. 88
Morgan Vise Co., 108 N. Jefferson St., Chicago 6, Ill. 102
National Cylinder Gas Co., 840 N. Michigan Ave., Chicago 11, Ill. 237-238
Oliver Machinery Co., 445 Sixth St., N.W., Grand Rapids 4, Mich. 7-8
O'Neil Irwin Manufacturing Co., Lake City, Minn. 42-43-44
Pepsi-Cola Co., 3 W. 57th St., New York 19, N. Y. 40-41
Philco Corp., Tech Rep. Division, 22nd St. and Lehigh Ave., Philadelphia 32, Pa. 223
Plastic Parts and Sales, 1157 S. Kingshighway, St. Louis, Mo. 210
Frederick Post Co., 3650 N. Avondale Ave., Chicago 18, Ill. 4
Powermatic Machine Co., P. O. Box 70, McMinnville, Tenn. 1-2-3
Prakken Publications (School Shop), 330 Thompson St., Ann Arbor, Mich. 219
Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y. 24
Radio-Electronics-Television Manufacturers Assn., 777 14th St., N.W., Washington 5, D. C. 11
John F. Rider Publisher, Inc., 116 W. 14th St., New York 11, N. Y. 72
Rinehart & Co., 232 Madison Ave., New York 16, N. Y. 74
Rockwell Manufacturing Co., Delta Power Tool Division, 400 N. Lexington Ave., Pittsburgh 8, Pa. 61-62-63
Science Research Associates, 57 W. Grand Ave., Chicago 10, Ill. 22
Sheldon Machine Co., Inc., 4258 N. Knox Ave., Chicago 41, Ill. 27-28
E. H. Sheldon Equipment Co., Muskegon, Mich. 64-65-66
The Ship 105
Simplicity Pattern Co., Inc., 200 Madison Ave., New York 16, N. Y. 37
Singer Sewing Machine Co., 149 Broadway, New York 6, N. Y. 85-86-87
South Bend Lathe Works, 425 E. Madison St., South Bend 22, Ind. 96-97
South-Western Publishing Co., 5101 Madison Rd., Cincinnati 27, O. 229
Stacor Equipment Co., 768 E. New York Ave., Brooklyn 3, N. Y. 60
The Standard Electric Time Co., 89 Logan St., Springfield, Mass. 55-56
Standard Pressed Steel Co., Jenkintown, Pa. 215-216-217-218
Stanley Tools, 111 Elm St., New Britain, Conn. 16
The L. S. Starrett Co., Athol, Mass 15
Time-Saving Specialties, 2816 Dupont Ave., S., Minneapolis 8, Minn. 73
U. S. Army, c/o Dancer-Fitzgerald-Sample, Inc., 347 Madison Ave., New York 17, N. Y. 109
U. S. Air Force, 3630 Marine Ave., St. Louis 18, Mo. 228
U. S. Marine Corps, Marine Corps Headquarters, (Code DIC-8), Washington 25, D. C. 38
U. S. Navy Recruiting Station, 815 Olive St., St. Louis 1, Mo. 78
U. S. Office of Education, Dept. of Health, Education and Welfare, Washington 25, D. C. 226
United States Steel Corp., Public Relations, 208 S. LaSalle St., Chicago 90, Ill. 204
U. S. Trade Schools, Inc., 500 E. 11th St., Kansas City, Mo. 236
V. & E. Manufacturing Co., P. O. Box 950M, Pasadena, Calif. 26
D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N. J. 77
Walker-Turner, Inc., 900 North Ave., Plainfield, N. J. 31-32
A. C. Weber and Co., Inc., Distributors of Pfaff Sewing Machines, 216 N. Canal St., Chicago 6, Ill. 50-51
White Sewing Machine Corp., 11770 Berea Rd., Cleveland 11, O. 1 2
Wilton Tool Mfg. Co., Inc., Box 56, Schiller Park, Ill. 70
The Wiremold Co., Hartford 10, Conn. 47
Yates-American Machine Co., 729 Fourth St., Beloit, Wis. 48



PROVEN TEXTS for VOCATIONAL TRAINING

BASIC ELECTRICITY — BASIC ELECTRONICS
by Van Valkenburgh, Nooger & Neville, Inc.

fabulous ILLUSTRATED Training Courses now used by the U. S. Navy!

Over 25,000 Navy trainees have already learned Basic Electricity and Basic Electronics this easy "Picture Book" way! Now, for the first time, the basics of Electricity and Electronics as "Learn-by-Pictures" training courses are available to schools. Over 1,700 simple, easy-to-understand drawings actually make up **more than half** the entire material! No other Basic Electricity or Basic Electronics courses in America use this revolutionary illustrative technique. Students learn **faster** and **easier** than has been dreamed possible!

There's a **complete idea on every page!** And there's at least one big illustration on that same page to explain it! What's more, in the Basic Electricity course, an imaginary instructor performs "demonstrations" that make it even **easier** to understand. Then, at the end of every section, there are review pages that highlight the important topics just covered.

Sponsored by the Navy to turn out trained technicians in record time, these modern courses present Basic Electricity and Basic Electronics in a simple way that everyone can grasp.

Basic Electricity and Basic Electronics already are adopted texts in many schools throughout the nation.

BASIC ELECTRICITY
#169 Soft Cover: 5 volumes, 624 pp., 6 x 9". Only $9.00 per set
#169-H Cloth Bound: all 5 volumes in a single binding. Only $10.50

BASIC ELECTRONICS
#170 Soft Cover: 5 volumes, 550 pp., 6 x 9". Only $9.00 per set
#170-H Cloth Bound: all 5 volumes in a single binding. Only $10.50

ARITHMETIC FOR ENGINEERS (5th Edition, Revised)
by Charles B. Clapham
A PRACTICAL MATHEMATICS text. Ideal for teaching or self-instruction for shop machinists, shop mechanic trainees, tool and die maker trainees, mechanical engineering students at the industrial level, mechanical drafting trainees . . . and all others who want to learn the elementary mathematics of Mechanics.
Written for use in schools and for home study. Ideal for industrial upgrading.
More than 390 numerical examples of solutions fully explained. More than 1,950 problem exercises. Answers to problem exercises.
Cloth Bound, 558 pp., 5½ x 8½", illus.
#183 ..... Only $6.50

ADVANCED TV SERVICING TECHNIQUES
by RETMA
A complete advanced TV servicing course, developed by the Radio-Electronics-Television Manufacturers Association. Shows how to use every conceivable type of test equipment, how to service every part of a TV receiver. Explains latest techniques. Soft Cover, 8½ x 11".
MAIN TEXT, 192 pp., illus.
#161 ..... Only $3.60
LABORATORY WORKBOOK, 32 pp.
#161-2 ..... Only $ .95
INSTRUCTOR'S GUIDE: Available to schools only, at no charge.

35mm. FILM STRIPS
Dramatic VISUAL AIDS, actually produced from the artwork appearing in this widely-acclaimed course.
Strip #1: 43 frames, showing "faulty" picture tube patterns.
#FS161 ..... Only $4.00
Strip #2: 115 frames, showing every single illustration appearing in the Main Text.
#FS161-2 ..... Only $11.00

35mm. FILM STRIP: 50 single frames, teaching trouble diagnosis and recognition in **HORIZONTAL AFC-OSCILLATOR CIRCUITS** in television receivers. Complete with Instructor's Synopsis . . . . satisfaction guaranteed.
#FS1680 ..... School Price $5.95

SEND FOR 30-DAY APPROVAL COPIES
SCHOOL DISCOUNTS APPLY

JOHN F. RIDER PUBLISHER, INC.
116 West 14th St., New York 11, N. Y.
In Canada: Charles W. Pointon, Ltd.
6 Alcina Ave., Toronto, Ontario

Puerto Rico Celebrates—

25 Years of Federal Funds

By **L. GARCIA HERNANDEZ**
Puerto Rico State Director
of Vocational Education

IN THE LAST 24 YEARS, one of the vital factors in the changing economy of the Commonwealth of Puerto Rico is the rhythmic expansion of its system of vocational training. The establishment of more than 400 new industries in the past few years has had a tremendous impact on the Island's hitherto agricultural economy. The transition to a more balanced economy in just a few years has been possible largely because of a possible system of vocational education. This system has made it possible for the schools to keep pace with the manpower needs of new industries and the auxiliary services necessary to meet their needs.

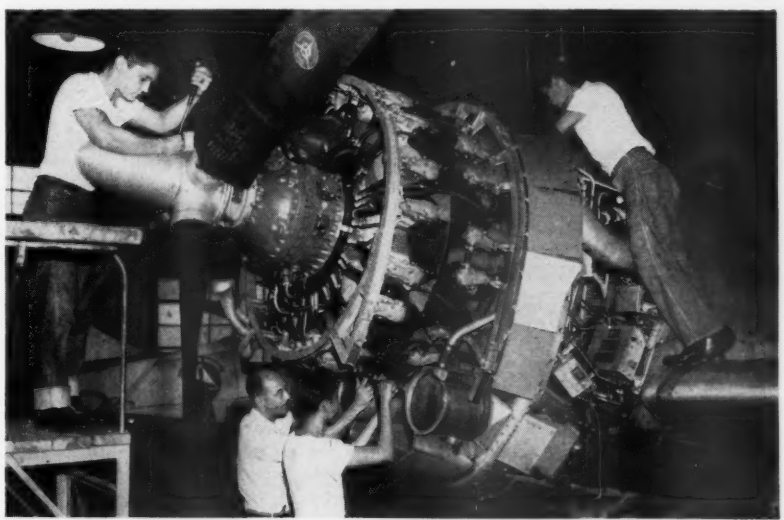
Through steady growth, during the last five lustrums, the present program of vocational training has matured to such an extent that it has been able to meet all the demands placed on it by industry. From a program with a budget of $155,000 and an enrollment of 5,700 students in the 1931-32 school year, it has grown to such an extent that its 1955-56 budget of $3,043,647 serves an enrollment in excess of 64,000 vocational and 43,500 prevocational students.

The *Battle of Production* and its companion phase *Operation Bootstrap*, are both aimed at expanding Puerto Rico's basic productive capacity. The diversification and intensification of agricultural and industrial production is the only road to increased employment opportunities and a higher standard of living for all the people. Trained manpower essential to wage a successful battle and to meet the objectives of the economic improvement plan did not exist; it had to be provided. The Department of Education, through its Division of Vocational Education, has been, over a period of years, preparing to meet the demands of modern agriculture and industrilization. Careful planning paved the way to speed-up in the tempo of vocational training to the extent that it is now able to keep pace with the is now able to keep pace with demands of the changing economy.

A thoroughly integrated program of education, which provides for the cultural as well as the vocational development of the individual, is the keynote of Puerto Rico's remarkable achievement during the past several years. A modern system of education which has adapted the best of current educational practices provides a systematic, functional, flexible plan of education for youth and adults.

In vocational education the most important phases during the present period of transition are agricultural education and industrial education. The other phases, which include home economics, business education, distributive education, and occupational information and guidance services, are also rendering an invaluable service in the preparation of individuals to adapt themselves to their changing environment. Industrial arts, as a practical arts program, is doing an invaluable task of exploratory nature in courses related with industrial areas. A total of 33,000 students are enrolled in these prevocational courses.

Vocational agriculture is making its contribution to the changing



Trades and Industry

Agricultural Education

You Asked For It!

RADIO-TELEVISION
AND
BASIC ELECTRONICS

By R. L. Oldfield

$4.95

Designed as a basic text for vocational school programs, this new book is geared to the requirements of the modern electronics industry.

The logical presentation of this modern book makes it an ideal work for the beginner and the advanced student of radio, television, and electronics. Its carefully arranged format, easy-to-read style, and clear illustrations stimulate the student's desire to learn.

Order Your Copy Today!

Please send me an on-approval copy of Radio-Television and Basic Electronics.

Name .....

Position .....

School .....

Address .....

City .....Zone.....State.....

AMERICAN TECHNICAL SOCIETY
Dept. W263
848 East 58th St. Chicago 37

Get Timely Career
on

GUIDANCE MATERIAL ELECTRONICS

Ideally suited for loan to interested young men. This is factual, timely information for the educator who must answer an increasing number of questions raised by seniors who do not plan to enter college.

- "What are the opportunities in the Electronics field?"
- "What type of training is needed to qualify as an Electronics Technician?"
- "Who offers the kind of training that meets standards desired by employers?"

These and other important questions about America's fast-expanding Electronics field (including Industrial Electronics . . . Automation Electronics . . . Television . . . Communications . . . Military Electronics . . . Radio-TV Sales and Service . . . Radar . . . Electronic Instrumentation) are answered in DeVry Technical Institute's well-illustrated Career Guidance Booklet.

This informative publication is available without charge to educators upon receipt of a request on school stationery.

Ask for our special 2-year school calendar at Booth 79, AVA Convention, December 3-7 in St. Louis.

Write Dept. G-1

DeVRY Technical Institute
4141 Belmont Ave., Chicago 41, Illinois

scene by emphasizing increased food production, mechanization, diversification of crops, pasture improvement, livestock breeding, soil conservation and other modern practices which lead to greater agricultural productivity. This training, in addition to increasing food production, is preparing our rural youth and adults for better living through improved farming methods and the improvement of farm homes. During the present year approximately 8,700 boys and adults are receiving instruction in agricultural activities.

Industrial education is provided throughout the Island in five vocational high schools and seven senior high schools with vocational programs and in 16 other senior high schools with diversified occupation programs and special training centers. During the present year a total of approximately 19,800 students were enrolled in the program.

The regular day school program in industrial education is organized to offer two types of courses. Major emphasis is given to one of these which is organized on a three-year basis and operates within the high schools. This type of course includes both academic studies and shop training. The other program is organized in short units of instruction which prepare workers as machine operators or as specialists in one or more aspects of a trade. The length of this course is variable and may cover a period from a few weeks to several months, and students may enroll at any time during the year. In these two types of programs, training is provided in 26 trades, such as aircraft engine mechanics, auto body repair and painting, auto mechanics, bakery and pastry, bricklaying and masonry, carpentry, commercial art, cosmetology, drafting, diesel mechanics, dressmaking, electric wiring, electric motors, furniture making, machine shop, ornamental ironwork, plumbing and pipe fitting, power sewing machine operation, printing and linotype, radio repair, refrigeration and air conditioning, television repair, upholstery, and watch repairing.

A special phase of the industrial training program is known as the *Accelerated Training Program for Industry*. In this program special attention is given to training operators for new industries. This type of training, usually of a breaking-in type, requires anywhere from several weeks to several months; it is provided either in the industrial plant or in special training centers. Since 1949 this program has trained approximately 46,500 operators at a cost of $745,000, which represents a very low per capita cost of $16.02 – a small investment for the excellent results the program has produced.

Another service of the *Accelerated Training Program* provides training for supervisors and also supplementary training for employed workers who wish to improve their skills or technical knowledge.

The business education section of the vocational division operates two main programs: office training and distributive education. The first of these programs prepares students to work as stenographers, typists, assistant bookkeepers, file clerks, and general clerks. The distributive education program trains young and adult persons to work as salespersons, window decorators, cashiers and other occupations directly connected with merchandising activities. About 7,500 students are enrolled in these two programs at present.

Home economics education is helping young men and women to meet basic living problems in terms of the changing social and economic condition in which they live. Over 39,500 students in the secondary schools are being trained for homemaking along five major areas; namely, foods and nutrition, clothing, housing, child development and care of the sick, and social and family relationships. The program has also reached a total of 3,700 adult individuals during the present school year in regular home economics classes.

Educational and vocational guidance is playing an outstanding role in the further development of the vocational program. Services, which help students to evaluate their abilities and interests, disseminate information on educational opportunities and occupations in which trained personnel is needed in Puerto Rico, and counsel pupils on the selection of vocations and personal problems, are being provided by counselors with the assistance of teachers and school directors. These services cover 242 secondary schools and reach over 120,000 students of prevocational, vocational and academic courses. This is twice the number of students served in 1950.

In fact, vocational education in Puerto Rico is realizing its goal of helping a better balanced economy, a higher standard of living and employment opportunities for all employable individuals.

From the Office of Education

During the month of October virtually the entire Office of Education shifted its position to different quarters in the Department of Health, Education, and Welfare Building, North. For more than five years visitors to the Office of the Assistant Commissioner for Vocational Education have been accustomed to travel to the south side of the building to find this office. Now the Assistant Commissioner for Vocational Education has a new office on the west side of the building. Trade and Industrial and Distributive Education staff are nearby on the same side of the building, while Home Economics and Agriculture, after only a slight shift from their previous location, are to be found close by the others. This regrouping of work spaces should result in more efficient internal operation.

* * *

James H. Pearson, John P. Walsh, Vera P. Hansel, and Mary S. Resh participated in a conference to explore methods of promoting and developing the extension and improvement of practical nurse education as provided for under Public Law 911, 84th Congress, 2nd Session. The October 1-3 meeting called by the Vocational Education Division was held in Washington, D. C.

* * *

The demand for Misc. 3422, *Home Economics for Boys and Girls in 7th, 8th, and 9th Grades—Some Descriptions of Promising Practices* justified a reprint (not a revision) of the publication. Copies are again available free upon request to the Office of Education, Washington 25, D. C.

* * *

Howard K. Hogan, Consultant in Employee Employer Relations, Trade and Industrial Education Branch, participated in a meeting of organizations interested in improving apprenticeship activities in the small residence construction field called by the National Home Builders Association in Washington, D. C., September 27. Others attending represented the Associated General Contractors. Bureau of Apprenticeship, and Bureau of Employment Secruity.

* * *

The "Voting Citizen" was the theme of the eleventh National Conference on Citizenship held in Washington, D. C., September 17-19. Twelve members and advisers of the Future Homemakers of America and New Homemakers of America representing 6 State Associations participated in the conference. Mildred Reel, Assistant National Adviser, accompanied the group.

* * *

Customers and salespeople alike report confusion over the many innovations and rapid changes in the textile merchandising field. One researcher has shown that the possible combinations of man-made and natural fibres could result in a million and a half different fabrics. To assist teachers in distributive education in keeping pace with this swiftly moving development and so that sales personnel may render better service to customers, several Textile Fibre Teacher Training Clinics were held last year. The most recent of these, held early in October in Indianapolis, served a five-state area from which teachers and supervisors in distributive education learned by hearing experts representing the textile fibre producers tell about the characteristics, use, and care of fabrics made of these fibres and their blends. The staff of the Distributive Education Branch assisted in planning and conducting these clinics. Their success has prompted requests to this Office for more such gatherings in other parts of the country.

* * *

John P. Walsh, Director, Trade and Industrial Education Branch, participated in the meetings of the Vermont State Teachers' Convention by addressing the trade and industrial education instructors on *The Effects of Automation on Our Training Programs.* He also addressed the Vermont Vocational Association on the *Vocational Education in a Period of Technical Change*

* * *

Beulah I. Coon participated in a two-day conference, October 6-7, of the coordinating Committee on Problems of Teacher Education and the National Council of Accreditation of Teacher Education. The coordinating committee representing special fields of education is working to revise the standards and guides for teacher education used by the NCATE.

* * *

The National Advisory Boards of Future Homemakers of America and New Homemakers of America met in Washington, D. C., October 8-12. The group considered the programs of work for 1956-57 and major national and regional activities. The 24-member advisory boards are composed of State supervisors, teacher educators, representatives of related professional organizations. Edna P. Amidon, Director of the Home Economics Education Branch, is chairman of each of the Advisory Boards. She is assisted by the National FHA and NHA Advisors and the Program Specialists in home economics education.

APRONS and COATS

Economical. Protect students clothes. Good quality material. 2 pockets. 4 colors and sizes. "SHOP ORGANIZATION" book with each order. Prepaid shipment.

Instructors coats. Exclusive design. 4 pockets. SENT ON APPROVAL. Green, Tan, Blue, Grey, White.

WRITE FOR CATALOG NO. 28

The School Apron Folk

CAN-PRO Corporation

23 E. McWILLIAMS STREET
FOND DU LAC, WIS.

NEW FOLDER— FREE FOR YOUR GUIDANCE FILE

"VOCATIONAL OPPORTUNITIES IN THE HOTEL AND INSTITUTIONAL FIELD"

The hotel and institutional field offers unusual opportunities today to men and women, both young and mature. The Lewis School—original and only school offering both resident and home study hotel training courses has prepared a FREE folder for Guidance Officers giving full details about this fascinating field. Write on your letterhead to:

LEWIS HOTEL TRAINING SCHOOL
Vocational Guidance Div., Room BR-4904, Wash. 7, D. C.

VOCATIONAL TRAINING SPECIALIST

With degree in industrial education plus minimum 5 years' work experience in industrial training or related activities. To devise and develop specific training programs and courses, train instructors and audit and evaluate effectiveness of these programs. For Company operations in Saudi Arabia.

Write giving full particulars regarding personal history and work experience.

Recruiting Supervisor, Box 194
ARABIAN AMERICAN OIL COMPANY
505 PARK AVE., NEW YORK, NEW YORK

GREER TECHNICAL INSTITUTE
2230 SO. MICHIGAN AVE.

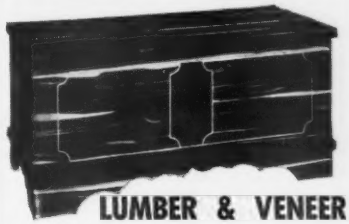
OFFERS ENGINEERING COURSES IN

• AUTO DIESEL • REFRIGERATION
• AIR-CONDITIONING

Winter Quarter Starts January 2, 1957
Spring Quarter Starts April 1, 1957

Write, Call or Phone
Mr. J. Morgan Johnson,
Educational Director
Victory 2-2300

KNOCKED DOWN CEDAR CHEST



LUMBER & VENEER

► WRITE FOR FREE PRICE LIST
GILES & KENDALL CO., Huntsville, Ala.

ELEMENTS OF ELECTRICAL DRAWING
by Fisher and Crowley

Ten drawing projects of common electrical machines and controls, with answers
Price $2.75 less 20%—6 or more copies 30%

Electro Technical Publishing Co.
Box 227 Manchester, Conn.

What AVA Has Done For You!

AVA's accomplishments in membership service can hardly be measured in terms of a single year. As the 50th annual vocational meeting aproaches, here is a brief recount of major achievements through a half century of distinguished growth.

Legislation

AVA-sponsored legislative projects have come to full fruition through the years. Since 1946, for example, the AVA House of Delegates has called on Congress annually for the full appropriations provided for in the George-Barden Act. This year Congress acted favorably so, for 1956-57 the full appropriation is available for the first time.

In the past three years Congress has increased by 68 per cent vocational appropriations under provisions of the George-Barden Act.

The 84th Congress approved an appropriation of $5,000,000 annually for practical nurse training as an amendment to the George-Barden Act. The 84th Congress also approved $2,000,000 as grants-in-aid to states for practical nurse training for fiscal 1957. In addition, a new public law, 1027, authorizes $375,000 annually for vocational training in trade and distributive occupations that are related to the fishing industry.

Total increase in appropriations for vocational education approved during 84th Congress sessions amounts to almost $8,000,000. Funds for fiscal 1957 will reach an all-time high—$38,715,411.32.

Increased vocational appropriations in the past few years were approved by an economy-minded Congress. While most appropriations were reduced and the total government budget was curtailed, federal aid for vocational education has been increased consistently.

Senator Lister Hill and 25 Senators sponsored S. 4301—a bill that provides for the further development of area vocational schools and programs. Introduced the last day the 84th Congress was in session, this proposal, if enacted into law, will dramatically enrich the scope of area offerings.

Without AVA's nationwide membership and prestige, the legislative victories described here would be untold. AVA has vigorously supported and urged the enactment of every federal bill for vocational education. Increased funds have resulted in an expanded, improved program; additional funds for teachers' salaries and travel; and widespread recognition of the profession and the program as essential to the nation's economic and social security.

The Program

Use of vocational schools and classes as a dumping ground for low IQ's has been consistently attacked by the AVA. As a result, hundreds of communities have turned to the effective system of selecting for vocational training those who can most profit from it.

Salaries

The AVA has always fought for more adequate salaries for teachers. It has staunchly opposed basing certificates and pay on the number of college credits earned and years of service. AVA's widely-used bulletin on *Salary Incentives for Teachers of Distributive and Industrial Education* has helped in many states. The campaign will continue until vocational teachers can look to a brighter economic future.

Publications

Besides publishing the American Vocational Journal, the AVA produces top-interest printed material geared to the membership's most immediate needs. Since 1949, 14 major publications have been issued from AVA headquarters. These were supplemented by pamphlets, news releases, regular membership newsletters and other bulletins.

The American Vocational Journal, now in its 31st volume, has gone out from the AVA Washington office nine times a year since 1948. Continual growth in size, prestige and membership-value characterize its history.

Public Relations

Since its birth the AVA has, in behalf of its membership, cooperated with the work of many important organizations, officials and government agencies within and outside the field. Active representation is maintained at local, state and federal levels.

Recognition

Through an annual awards program, AVA bestows recognition to persons outside the field who make major contributions to vocational education, to persons within the program who have served beyond the call of duty, and to affiliated state associations that bring greater strength to the national organization by increasing their own.

Conventions

Annual vocational meetings bring vocational and practical arts educators together to evaluate progress, plan for the future, and share professional growth. AVA conventions have featured main speakers of national prominence each year. The 5-day sessions currently attract an attendance of from three to four thousand. For the past few years approximately 400 AVA members have annually served as participants.

The Washington Office

The AVA Washington office has expanded from one full-time employee to a current total of 12. As staff members are added, membership service consistently expands.

NEVER FORGET THAT THE FUTURE OF VOCATIONAL AND INDUSTRIAL ARTS EDUCATION IS TIED INSEPARABLY TO THE STRENGTH OF AVA, YOUR PROFESSIONAL ORGANIZATION. THE AVA NEEDS YOU AND YOUR SUPPORT TO MAINTAIN AND FURTHER DEVELOP ITS EXCLUSIVE PROGRAM OF SERVICE. JOIN NOW FOR 56-57—BE SURE TO TELL THE NON-MEMBER WHY YOU BELONG!

JOIN NOW for '56-'57!

Association News

Virginia Conference

A five-day vocational education conference was co-sponsored by the Vocational Education Division, Virginia State Department of Education and the Department of Vocational Education, Virginia Polytechnic Institute, August 3-17 on the VPI campus.

Meetings for professional workers in all phases of vocational education were scheduled daily. At general sessions, Dr. Lewis A. Wilson, retired New York State Commissioner of Education, and Dr. Selz E. Mayo, Professor, Department of Rural Sociology, North Carolina State College, Raleigh, were main speakers.

The Virginia Vocational Association, meeting for a half-day session, featured a symposium on *Our Professional Organizations and What They Mean*, with AVA Executive Secretary Dr. M. D. Mobley present as the leader.

Six VVA members, representing vocational agriculture, business education, distributive education, home economics education, industrial arts education, and trade and industrial education, discussed what AVA and VVA membership can mean to professional workers in their respective fields.

I. B. Pittman, Director of Vocational and Adult Education, Petersburg, Va., and a Past President of the Virginia Vocational Association, who represented industrial arts on the panel, offered a brief description of the eight types of members found in most organizations (he said the AVA and VVA are no exceptions).

"Some members are like wheelbarrows,
no good until they are pushed
Some are like canoes,
they need to be paddled
Some are like kites,
if you don't keep a string on them they will fly away
Some are like kittens,
they're more content when petted
Some are like footballs,
you can't tell which way they're going to bounce next
Some are like trailers,
they're useless unless pulled
Some are like balloons,
full of wind and likely to blow up, unless handled carefully
Some are—
always dependable and cooperative."

Ruby Ayres, distributive education coordinator, Richmond, Va., said that being part of a group makes a man come out of himself, concentrate less on his own feelings and more on what others are doing and thinking.

Rosemary Howell, homemaking teacher in Richmond pointed out that the homemaking program is strengthened when homemaking teachers throughout the nation unite in organizations such as the VVA-AVA.

"Our professional associations," she stated, "have helped people in authority and legislators who hold the purse strings to understand our needs. In 1951 and again in 1953, the entire appropriation for home economics would have been eliminated by the Congress if it had not been for AVA's vigorous opposition."

The fact that business education members of the AVA receive their share of assistance from VVA and AVA was emphasized by Earl W. Bracey, Head, Business Education Department, Norview High School, Norfolk. He said it is working together that gives power to any group.

"By having the support of other vocational teachers, business educators get added strength in meeting demands.

"For example, the vocational associations have added their support to proposed provisions for a supervisor of business education on the national level. Here is a case where all the services are supporting the needs of one group."

J. R. Mansfield, vocational agriculture teacher, Post Oak, Va., used *Why We Have the AVA* as his topic. After describing seven vital purposes of the national organization, he said:

,"The purposes of AVA are ours. It is interested in our very profession—in our jobs. Our success is the AVA's and the AVA's success is ours. But for us, it would not exist at all. . . .

"Belonging to a professional organization in itself does not have a great deal of significance. The greatest benefits accrue to those who assume responsibilities and take an active part in the promotion of their objectives. Not belonging to a professional organization does have a great deal of significance in a negative way. Free riders are considered to be not particularly interested in their work.

"Said the flea riding the elephant across a rickety bridge, 'we sure shook the heck out of that thing, didn't we. . . .' Let's have fewer fleas in vocational education!"

Albert R. Conners, Apprenticeship Training Coordinator, Newport News, represented trade and industrial education. He recounted AVA services that are important to trade and industrial personnel. In conclusion he reminded his listeners that "all benefits do not necessarily have the T & I label. What benefits vocational education in general also benefits the trade and industrial education program."

Membership Committee

Meeting at AVA headquarters September 20-21, the AVA Membership Committee studied the problem of increasing professional memberships within the AVA.

Three basic principles upon which to operate were determined:

1. The Membership Committee will approach membership on the broad philosophy of vocational and practical arts education in the various areas.

2. The Membership Committee will develop a series of techniques to be published that may assist state associations in their various membership promotion activities.

3. The Membership committee will search for ways and means to create among the states a desire to strive for their potential membership goals.

This statement of principles has been approved by the AVA Executive Committee.

NEW OFFICERS

Florida:—Louise Minego, Tampa, President; M. C. Williams, Miami, President-Elect. Vice Presidents: D. A. Storms, Plant City, Agriculture; Margaret Wall, Pensacola, Business Education; Horace D. Oliver, Hollywood, Distributive Education; Katie Barrineau, Pensacola, Home Economics; L. N. Donnell, Pensacola, Trade & Industrial; N. O. Clark, St. Petersburg, Treasurer; Verna Lowery, Tampa, Secretary.

Georgia:—R. F. Hagen, Atlanta, President; W. F. Burk, Lindae, Past-President; R. F. Greeson, Atlanta, Secretary; T. G. Walters, Atlanta, Treasurer. Vice Presidents: Mrs. Carrie Williams, Macon; V. O. Smith, Franklin; J. A. Caldwell, Columbus; J. D. Anderson, Macon; Miss Clara Mitchell, Lindale; J. D. Lewis, Columbus; G. L. Giesler, East Point.

Michigan: — Michigan Association of Teachers of Vocational Agriculture — Robert E. Jewell, Pinconning, President; Oscar Fischer, Quincy, Vice President; Ralph M. White, Kent City, 10 and 20 year President; Gordon Strubel, Temperance, 5 year President, Chairman of Committees: Ralph M. White, Kent City, Legislative, Paul S. Wollam, Yale, Professional Relations; Lucien P. Fay, Romeo, Membership; Lloyd A. Morningstar, Hillsdale, Instructional Aids; Leon J. Alger, Jr., Mason, Public Relations.

Montana:—Bill Koper, Three Forks, President; Jean Staudenmeyer, Deer Lodge, Vice President; William Korizek, Helena, Vice President; Fred O. Robinson, Helena, Vice President; H. E. Robinson, Kalispell, Secretary-Treasurer.

Nevada:—Myron J. Parridge, Las Vegas, President; Ada Colquhoun, Lovelock, Secretary-Treasurer.

New Jersey:—Dorothy E. Brevoort, Trenton, President; Adam P. LaSota, Springfield, Secretary; Peter Danilo, Springfield, Treasurer; Dr. Albert E. Jochen, Trenton, Adviser. Vice Presidents: Glen E. Underwood, Princeton, Agriculture; Henry Zanzalari, New Brunswick, Vocational Guidance; Alvin Weitz, Bayonne, Distributive Education; Dorothy Dowden, Rahway, Home Economics; Harry Stephan, Hackensack, Trades & Industry; Frederick Porges, New Brunswick, Life Membership; Dr. M. Herbert Freeman, Montclair, Business Education.

South Dakota:—G. A. Schaal, Bridgewater, President; Wayne Gray, Sturgis, Vice President; Marvin Larson, Redfield, Secretary-Treasurer.

Texas: — Dr. T. R. Buie, San Marcos, President; Vannoy Stewart, Huntsville, Secretary-Treasurer. Vice Presidents: James S. Gupton, Houston; Carroll W. Click, Carthage; Mrs. Hilma Joyce, El Paso; Gene Sollock, Pasadena; Mrs. Blanche Phillips, Huntsville.

Utah:—Peter E. Evans, Morgan, President.

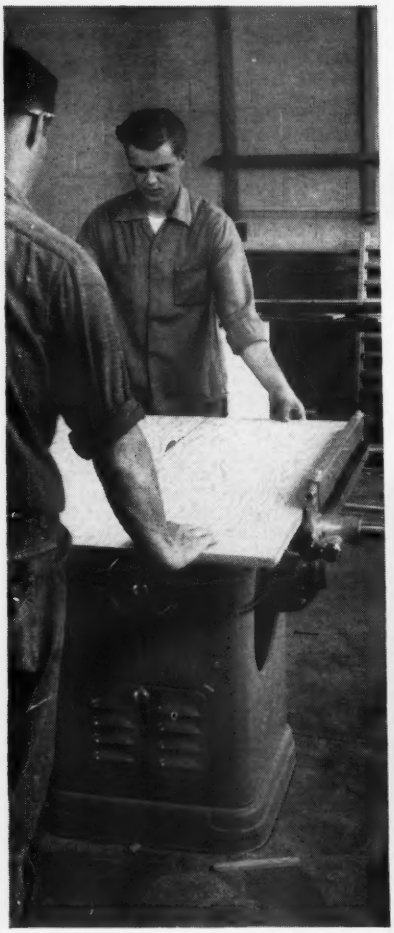
West Virginia:—Mildred H. Hiehle, Parkersburg, Secretary-Treasurer.

Looking Forward

As we look forward to a new membership year beginning December 1, 1956, there will be many problems to face each individual state in regard to obtaining memberships. We sincerely hope that state association executive committees will appraise their membership activities and plan definite ways and means to reach the potential membership within their states. Your AVA office is anxious and willing to provide assistance where it is needed. Please call upon us, state your problems, and suggest ways that we can help you.

We are facing a great future in vocational and practical arts education—but it is one that will require the combined efforts of all those engaged in the field. We must not leave any stone unturned—we must not leave any stumbling blocks for the future development of our program.

Lowell A. Burkett
AVA Assistant Executive Secretary



Your students will enjoy building any of these interesting projects. The clear, easy-to-follow plans—plus big easy-to-work panels—make for professional-like results when you use

FIR PLYWOOD

PLYPANEL — EXT-DFPA

Look for DFPA trademarks—your assurance of DFPA quality-tested fir plywood. PLYPANEL is versatile one-side grade of Interior-type fir plywood. For all outdoor uses, insist on EXTERIOR-TYPE; the EXT-DFPA on the panel edge is your positive identification.

INSIST ON DFPA-INSPECTED FIR PLYWOOD

38 PLANS

for classroom projects

FREE

to industrial arts instructors

CHECK PLANS YOU WANT—
MAIL COUPON—THAT'S ALL!

☐ UTILITY TABLE	☐ CHILD'S TABLE AND STOOLS	☐ PATIO FURNITURE
☐ STACKING CABINETS	☐ BUNK BED	☐ ODDS 'N ENDS CABINET
☐ BUFFET STORAGE CABINET	☐ BOAT BED	☐ 5' SAILER
☐ UTILITY SHELVES	☐ TRAIN TABLE CABINET	☐ 15' SAILBOAT
☐ TOOL-CABINET WORKBENCH	☐ COVERED SAND BOX	☐ 20' SAILBOAT
☐ DOUBLE DUTY DESK	☐ TOY STORAGE BLOCKS	☐ 11'3" OUTBOARD
☐ COFFEE TABLE	☐ PORTABLE GARDEN CADDY	☐ 9' FLAT BOTTOM DINGHY
☐ BEDSIDE TABLE	☐ SECTIONAL PATIO TABLES	☐ 7'9" PRAM DINGHY
☐ STUDENT'S DESK	☐ OUTDOOR SERVING WAGON	☐ 13'4" OUTBOARD
☐ CHEST OF DRAWERS		☐ 13'6" INBOARD RUNABOUT
☐ TWO-DOOR CABINET	☐ SUN SLED	☐ HOG HOUSE
☐ TV STOOLS	☐ GARAGE STORAGE BOX	☐ POULTRY HOUSE
☐ CHILD'S TUMBLER	☐ GARDEN CABINET	☐ ROLL-AWAY POULTRY NEST

DOUGLAS FIR PLYWOOD ASSOCIATION, DEPT. AV, TACOMA 2, WASH.

Without obligation or charge, please send me a copy of the plans I have checked above.

NAME .....

SCHOOL .....

ADDRESS .....

CITY ..... ZONE ..... STATE .....

(Good in USA Only)

PROPOSED AMENDMENT TO THE AVA CONSTITUTION

In accordance with Executive Committee regulations a proposed amendment to the AVA Constitution that will be presented to the House of Delegates, St. Louis, Mo., is published here in full.

Article VIII

House of Delegates

Item B Membership, which now reads as follows:

1. Presidents of Affiliated Associations or their proxies.
2. Each Affiliated State Vocational Association shall be entitled to one member of the House of Delegates for each one hundred (100) paid-up members or major fraction thereof for the previous year.
3. Each State Association prior to the annual convention shall name its delegates and submit these names to the Executive Secretary at least twenty-four (24) hours before the meeting of the House of Delegates. Upon the presentation of the names, the Executive Secretary shall make available to the President of the Association or his proxy delegate-assemby cards for eligible participants in the House of Delegates.
4. Only Association members in good standing may serve as members of the House of Delegates.

to be amended to read as follows:

1. Each affiliated state vocational association shall be entitled to one member of the House of Delegates for each one hundred (100) paid-up members or major fraction thereof for the present membership year if membership records are available and if not available for the previous year. The president of each affiliated association or his proxy shall represent the first one hundred paid-up members or major fraction thereof.
2. Each state association prior to the annual convention shall name its delegates and alternates and submit these names to the Executive Secretary at least fifteen days before the meeting of the House of Delegates. Twenty-four hours prior to the opening of the House of Delegates the delegates must be named from the list previously submitted and the Executive Secretary shall make available to the President of the Association or his proxy delegate-assembly cards for eligible participation in the House of Delegates.
3. Only Association members in good standing may serve as members of the House of Delegates."

This proposed amendment will be presented to the House of Delegates, St. Louis Mo.

CARVING TOOLS
HOBBYCRAFT SETS

IMPORTED FROM GERMANY
Complete line of Chisels, Gouges & Parting Tools in Straight, Long Bend, Spoon, Back Bend & Fish Tail. Over 30,000 Tools in Stock. Many Special & "Hard to Get" Items. Low Prices. Liberal Discounts to Schools & Dealers.

BIG 8 PAGE FOLDER FREE. Write To-Day.

FRANK MITTERMEIER (Est. 20 years) 3577 E. Tremont Ave. New York 65, N.Y.

PEOPLE

Warren K. Begeman

W. K. Begeman

Warren K. Begeman, Director of Technical and Adult Education, St. Louis, Mo., since 1942, officially retired from his duties July 2, 1956. Mr. Begeman, who is Chairman of the 1956 AVA Convention in St. Louis, has served vocational and industrial arts education since 1918.

In 1905 he graduated from the Manual Trade School of Washington University in St. Louis and in 1910 from Washington's School of Civil Engineering. He did post graduate work at the School of Engineering, Columbia University, until 1913.

Before he entered the St. Louis public school system, he worked as a mechanical engineer for the Interborough Rapid Transit Company in New York City. He completed his work toward his master's degree at Colorado A&M, Fort Collins, in 1941.

Mr. Begeman began service in St. Louis as an industrial arts teacher at the Cleveland High School in 1918. Later he transferred to the Hadley Technical High School. In 1936 he was appointed Principal of the Hadley Technical High School and he continued in that capacity until 1942 when he was named Director of Technical and Adult Education in St. Louis.

Serving for many years as Treasurer of the National Council of Local Administrators of Vocational Education and Practical Arts, Mr. Begeman was a familiar figure at AVA conventions through the years. He is an AVA Life Member.

Silas M. Ransopher

One of the best known professional employees of the staff of the U. S. Office of Education retired last month. Silas M. Ransopher, who has been a member of the Vocational Division for more than 20 years, bid good-bye to his colleagues on October 12. He has purchased a residence in Manhattan, Kansas, where he and his family are now living.

The Major, as he has long been affectionately known, began his career in vocational education in 1914 as a teacher of electrical construction in Kansas City, Mo., under the supervision of Dr. J. C. Wright. During the many years since that time he has held important positions in public education and in industry and since 1935 he has served in administrative positions at Washington, D. C. He is well remembered as the official in charge of the Equipment and Space Division in the Program of Vocational Training for War Production Workers during World War II. During that period he supervised the allotment of more than $25 million to the states to provide training facilities for 1,200 schools. Among his many other duties, the Major has recently been serving in a liaison capacity with the Division of International Education of the Office explaining the American program of vocational education to high government officials of other countries who have come here to observe democratic processes in education and to gain knowledge of proven principles of administration which may be adapted for use in their own countries.

He will be missed but remembered with esteem by his many colleagues in Washington and throughout the country.

Hilda Watson

Hilda L. Watson, Director of Education, American Hotel Association, assumed her new duties August 1.

Mrs. Watson will be responsible for the development of further educational opportunities, particularly at pre-college levels, for those seeking a career in hotel work. She will evaluate present courses in an effort to avoid duplications and to make full use of the tax-supported educational system. She will also develop films, slides and pamphlets for use by individual hotels and chains in education and training. Eventually she will undertake to introduce in-service training and extension courses for hotel employees.

A graduate of the Cornell School of Hotel Administration, Mrs. Watson leaves the position of Supervisor of School Cafeterias for the city and County of San Francisco to join the AHA staff. Previously, she was Chairman, Hotel and Restaurant Department, City College of San Francisco. During World War II, the Department operated the first upgrading school for the Stewards Department of the Marine Service with a total of 3000 students.

Estell H. Curry

Estell H. Curry, an AVA member for many years, has been appointed divisional supervisor of industrial arts for the Detroit public schools, Detroit, Mich.

Mr. Curry has been with the Detroit public school system 26 years. He has taught elementary woodworking, household mechanics, general woodworking, drawing, and general metal. For the past six years he has been head of the practical arts department, Jefferson Junior High School. He has been a member of the cooperating faculty of Wayne University since 1937, and in that capacity has taught various shop and methods courses. In the spring of 1950 the Michigan Industrial Education Society honored him for his work as an industrial arts teacher by naming him Michigan's master teacher of the year.

Mr. Curry is the co-author with Dr. G. Harold Silvius of two books on methods of teaching industrial education. The first, *Teaching Successfully the Industrial Arts and Vocational Subjects*, was published by McKnight & McKnight Publishing Company, Bloomington, Illinois, in 1953. This book is being used as a text in over eighty universities and colleges. The second, *Teaching Multiple Activities in Industrial Education*, was published last summer.

Chris H. Groneman

Chris H. Groneman, Head, Department of Industrial Education, Texas A&M, served as guest professor at the New Brunswick Technical Institute, Monctone, New Brunswick, Canada, during the 1956 summer session.

H. A. Kreis

H. A. Kreis, Jr., former Assistant District Forester with the Georgia Forestry Commission, has been employed as a vocational forester by the Georgia State Department of Education to help vo-ag teachers expand instruction in forest management.

A first task for Mr. Kreis will be to help 100 schools locate ten to 15-acre wooded tracts for use as school forests. A $50,000 grant from the Trust Company of Georgia, given to the State Board of Education for use in the expansion of high school forest instruction, includes $250 for each school for this purpose.

Mr. Kreis will conduct short courses that will offer specialized training in forestry jobs for vo-ag teachers in the summer. He is a graduate of the University of Georgia's School of Forestry.

Mary S. Resh

Mrs. Mary S. Resh, Principal of Burdick Vocational High School, Washington, D. C., and a prominent worker in many educational and civic organizations has joined the staff of the U. S. Office of Education as Educationist, Trade and Industrial Education Branch.

Homer J. Smith

Dr. Homer J. Smith, who recently completed a tour as an exchange professor, Pakistan, has joined the Industrial Education staff, Southern Illinois University. An emeritus professor at the University of Minnesota where he served since 1912, Dr. Smith will assist in the development of an extended graduate program in industrial education at Southern Illinois.

Claire Glasser, John Doukeza

Claire Glasser has joined the staff of the Department of Vocational Education, School of Education, New York University. She will be in charge of the Textile Shop and will teach some occupational therapy courses. She is a former Director of Occupational Therapy, New York Hospital.

John Doukeza, another new member of NYU's Vocational Department, is teaching mechanical drawing, essentials of art and industrial arts design.

JOHN GUNDERSON

John Gunderson, a member of Southern Illinois University's Industrial Education staff since 1948, died suddenly September 12. A member of Epsilon Pi Tau and Iota Lambda Sigma, his professional field was woodworking and elementary industrial education. He earned his MA at Ohio State University, 1945, and was working toward his Ph.D. at the University of Minnesota.

PLASTICS

INDUSTRIAL ARTS SUPPLIES

Fast Service—Wholesale Prices

Our 20-page illustrated catalog upon request

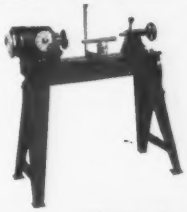
PLASTIC PRODUCTS CO., OF UTAH

P.O. Box 1415

937 East 9th South, Salt Lake City 10, Utah

OLIVER Lathes make it easy to train your students right!

Oliver Speed Lathes are ideal for school shops. They are easy to operate, and are built for rugged service. The No. 159A swings 12" diameter, 24" between centers. Has 48-inch bed. Unit type motor and V-belt driven headstock give speeds from 800 to 2750 r.p.m. Spindle lock simplifies removal of plates. Write for Bulletin.

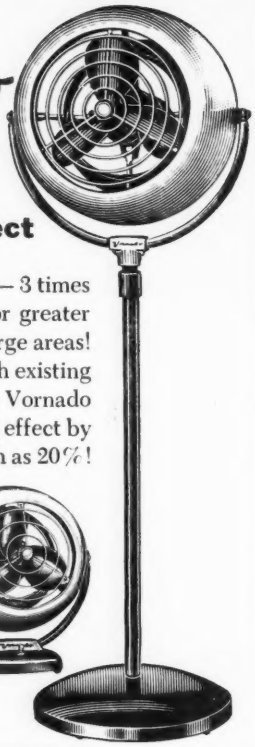


Oliver makes a full line of woodworking machines for school shops

OLIVER MACHINERY COMPANY

Since 1890 Grand Rapids 2, Mich.

Vornado



GIVES 20%

greater cooling effect

Moves ALL the air — 3 times farther... 3 times faster — for greater cooling comfort in large areas! When used with existing air conditioning systems, Vornado *increases* cooling effect by as much as 20%!

Vornado
JUST COOLS BETTER!

Products of

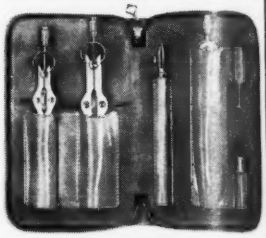
The O. A. SUTTON CORPORATION, Inc.

WICHITA • KANSAS

Specialists in the manufacture of comfort cooling appliances

DRAWING INSTRUMENTS

Illustrated is the VEMCO instrument set No. A171L, consisting of 6½" compass, 4½" compass, 6½" divider, pen attachment, Microliner ruling pen, and box of leads and points. Packed in smart California saddle leather pocket case.



AMERICAN MADE BY

VEMCO

(Parts always available)

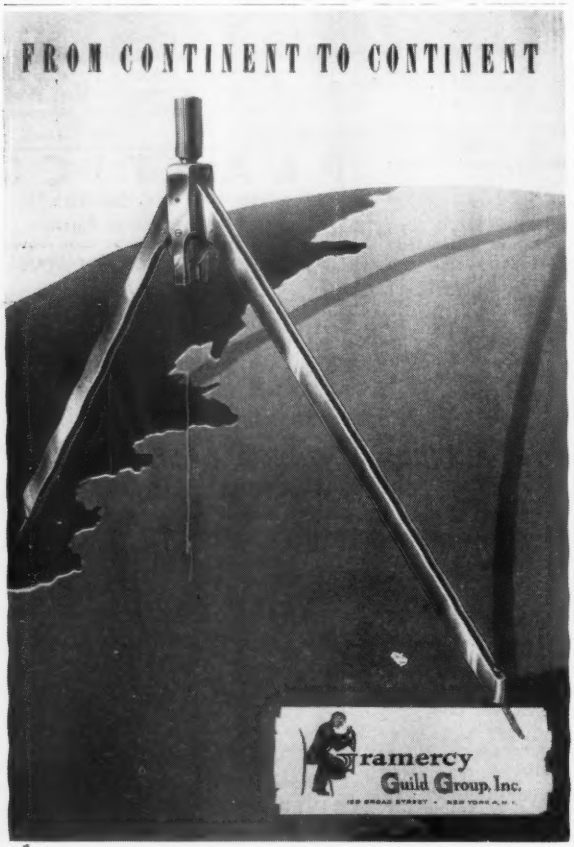
All-steel construction of VEMCO drawing instruments provides lighter weight, as well as strength and rigidity necessary for the "heavy-duty" demands of modern drawing-room practice. VEMCO drawing instrument sets are available in different combinations to suit every drawing need.

Write today for your free copy of booklet "Historical Note on Drawing Instuments"

VEMCO

V. & E. Manufacturing Co.
Education Dept. J
P.O. BOX 950-M • PASADENA, CALIFORNIA
Drafting Equipment of Quality

FROM CONTINENT TO CONTINENT



Clip this Coupon

Send for BIG, NEW

FREE CATALOG

McKNIGHT'S

"TELL-AND-SHOW HOW-TO"

SHOP BOOKS

JUST A FEW OF THE SUBJECTS COVERED

- Woodworking
- Metalworking
- Shop and general electricity
- Drafting
- Drawing
- Printing
- Blueprint reading
- Ceramics
- Bookbinding
- Leathercraft

Projects in metals, woodwork, electricity
Teaching industrial arts & vocational subjects

America's most popular shop books for school text and home shop reference use. Our big brand new catalog lists dozens of interesting, easy-to-read & understand shop books . . . all profusely illustrated with "hands at work" photos and drawings.

Why not send for your copy now!

McKnight & McKnight Publishing Co.
Dept. 412, Bloomington, Illinois
Send me your big, new catalog today!

Name_____
School_____
Address_____
City_____ State_____

BOOKS AND BULLETINS

AGRICULTURAL EDUCATION

Nature's Guardians, Your Career in Conservation, by Harry Edward Neal. Julian Messner, Inc., 8 West 40th St., New York 16, N. Y., 1956. 192 pages, $3.50.

Offered as an aid for young men contemplating conservation work, this book deals with information about opportunities, guiding principles and required background.

Agriculture in Our Lives, by George P. Deyoe. The Interstate Printers and Publishers, Danville, Ill., 1956. 638 pages.

Planned to help people become acquainted with the importance of agriculture in everyday living, this well illustrated volume is suitable for use in general high school agriculture as well as in orienting vocational agriculture students.

Dr. Deyoe covers the relation of agriculture to the lives of all people, to national and international well being, to the interdependence of urban and rural folks. He discusses the responsibilities of citizenship in agricultural matters, purchasing and consuming agricultural products, and conservation. A new way of life, which throws farmers and non-farmers together in unique relationships, is disclosed.

Farm Management, by James E. Hamilton and W. R. Bryant. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1956. 394 pages, $4.80.

Presented here are the principles of efficient farm management. How they may be applied for better living and profits is also discussed. The problems of starting, improving, and reorganizing a farm and the farmer's relations to his community are thoroughly treated.

GENERAL

The Psychological Basis of Education, by J. A. Peel, Philosophical Library, 15 East 40th St., New York 16. N. Y., 1956. 303 pages, $6.00.

This is an account of how modern psychological findings bear upon problems of education. The author keeps in mind the practical needs of teachers.

Atomic Energy by A. Radcliffe and E. C. Roberson. The Philosophical Library, 15 East 40th St., New York 16, N. Y., 1956. 142 pages, $4.75.

This book tells how the existence of atoms was proved, shows what atoms are and what happens when their energy is released. It also describes the uses to which this energy can be put.

The Art of Architecture, by A. E. Richardson and Hector O. Corfiate. Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1956. 663 pages, $25.00.

Illustrated throughout, this work analyzes the factors that govern architecture, approaching the subject through history.

Other People's Children, by Anna Judge Peters Levy. The Ronald Press Company, 15 East 26th St., New York 10, N. Y., 1956. 287 pages, $3.75.

This series of cases demonstrates how and why youngsters get into trouble with the law. The author draws on her experience as a juvenile court judge to give insight into juvenile delinquency problems.

Communication — Handling Ideas Effectively. McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y., 1956. 361 pages, $4.50.

Unified for freshman courses, this text integrates the subjects of writing, reading, speaking, listening and observing. The authors emphasize the basic similarities among communication skills. Evaluation and critical thinking are stressed.

Person to Person, The Classroom Teacher's Public Relations, published by the National School Public Relations Association, NEA, in cooperation with the Department of Classroom Teachers, NEA, 1201—16th Street, N.W., Washington 6, D. C., 1956. 48 pages, 75c.

This handbook is devoted to everyday person to person dealings with parents, pupils and community. Specific ideas for successful relationships are included.

HOME ECONOMIC EDUCATION

Philip Harben's Cookery Encyclopaedia, by Philip Harben. Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1956. 480 pages, $10.00.

Hundreds of exclusive recipes, explained by the TV cookery expert, are offered here.

Foods by Margaret M. Justin, Lucile Osborn Rust and Gladys E. Vail. Houghton Miffiin Company, 2 Park St., Boston Massachusetts, 1956. 768 pages, $5.50.

This is an introductory college course covers good nutrition; preparing, buying and preserving food; and planning and serving of meals.

The emphasis is on effective learning experiences with laboratory activity.

INDUSTRIAL ARTS

General Shop, by Chris. H. Groneman, John L. Feirer and Vincent A. Roy, McGraw-Hill Book Company, 330 West 42nd St., New York 36, N. Y., 1956. 432 pages, $3.88.

This textbook, revised with an added section on ceramics and written primarily for the student, is also useful to those interested in home maintenance, occupational therapy and arts and crafts.

TRADE & INDUSTRIAL

The American Worker's Fact Book, 1956 published by United States Department of Labor, Government Printing Office, Washington 25, D. C., 1956. 433 pages, $1.50.

This presents an overall picture of labor's place in the economic life of the United States. Its factual material will be valuable to workers, students, legislators, businessmen, labor representatives, and editors.

Masonry Simplified, Vol. 1, by J. Ralph Dalzell and Gilbert Townsend. American Technical Society, 848 East 58th St., Chicago 37, Illinois, 1956. 464 pages, $5.40.

A revised discussion of the tools, materials and practice of masonry this standard work of reference includes new material and a dictionary of building terms.

Induction Heating Practice, by D. Warburton-Brown. Philosophical Library, 15 East 40th St., New York 16, N. Y., 1956. 192 pages, $10.00.

A detailed and up to date study of the process of high-frequency induction heating used wherever controlled heat is required, this volume includes a wide range of examples.

Engineering Inspection, Measurement and Testing, by H. C. Town and R. Colebourne. Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1956. 192 pages, $8.75.

This book on modern methods, principles and practices of precision measurement and factory inspection has been prepared to meet the needs of students and engineers.

Inverse Feedback, by Alexander Schure. John F. Rider Publisher, Inc., 480 Canal Street, New York 13, N. Y., 1956. 56 pages, 90 cents.

The principles and applications of inverse feedback as applied to many electronic devices are covered here for students, laboratory technicians and engineers.

Abacs or Nomograms, by A. Giet, translated and revised by J. W. Head. Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1956. 225 pages, $12.00.

A practical work for engineers rather than mathematicians only, this work explains varied applications of the abac from several fields and demonstrate how even one without highly specialized knowledge can construct such charts.

Modernizing and Repairing Upholstered Furniture, by Herbert Bast, The Bruce Publishing Company, Milwaukee 1, Wisconsin, 1956. 73 pages, $3.00.

The author offers easy-to-follow directions in upholstery for the amateur craftsman and students, fully explaining elementary repairs and remodeling.

Coalmining, by I. C. F. Statham, Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1956. 564 pages, $15.00.

This picture of the past and present of the coal mining industry of Great Britain includes explanations of the methods of exploiting coal deposits and activities of the National Coal Board.

VOCATIONAL GUIDANCE

How to Pass College Entrance Tests, by David Turner and Alison Peters, Arco Publishing Company, 480 Lexington Ave., New York 17, N. Y., 1956. 288 pages, -2.00 paper, $3.50 cloth.

This guidance manual contains a directory of colleges and universities and the tests given by each, descriptions of college entrance tests, sample tests, and study material.

Metallurgy, by Carl G. Johnson and William R. Weeks. American Technical Society, 848 East 58th St., Chicago 37, Illinois, 1956. 454 pages, $5.50.

This practical survey work is concerned with physical metallurgy, and the physical and chemical behavior of metals. The selection and application of metals in modern industry is covered.

A COMPLETE COURSE
in color decoration
and leather finishing

COLOR IN LEATHERCRAFT

by Robert Muma

Includes 12 progressive exercises, a finishing chart, and list of manufacturers. $1.50.

Designed to be used with 4 pattern books ($1.50 each) including 52 projects and instructions for embossing, making lapel pins, bookends, and billfolds.

Craftsman Supply Co.
Scottsville, New York

AMERICAN VOCATIONAL ASSOCIATION, INC.

Publications Designed to Serve You

☐ ***Vocational Education for American Youth.*** A new, completely-revised statement of the objectives of vocational education and its important role in the public school system of the United States, prepared especially for the general educator and the layman. 16 pages, 1956. Free.

☐ ***Vocational Advisory Committees.*** (Revised edition.) Specifically designed to promote use of advisory committees by explaining their functions and describing their contributions to effective vocational education courses. Includes chapters on selection of members, operational policies, procedural practices, and examples of ways in which advisory committees help build strong programs. 40 pages, 1956. $.25.

☐ ***Family Focus in Home Economics Teaching: Examples in Different Areas.*** A description of twelve family-centered teaching situations, giving the teacher useful suggestions for conducting classes in terms of conditions and needs of families. Prepared by the AVA Home Economics Division Research Committee, this booklet is helpful to both teachers and college students preparing to teach homemaking. 36 pages, 1956. Single copies free: $.15 each in quantity.

☐ ***You and Research.*** Points out the importance of research to progress in our country and urges increased attention to research studies in the field of vocational education. Tells how each person engaged in the field can contribute to an expanded research program. 24 pages, 1955. Free.

☐ ***Vocational Education and National Security.*** A powerfully-written statement that underscores the urgency for increasing federal aid to vocational education. By Mark Nichols, 1954 AVA President, this leaflet summarizes the historical role of vocational education in maintaining our national security. 9 pages, 1955. Single copies free; $.05 each in quantity.

☐ ***Your Public Relations: A Guide for Vocational Educators.*** The first complete coverage written especially for vocational education personnel. Practical information on how to get the most out of using all the media of public relations to develop good school-community cooperation. Includes examples of worthwhile practices from all fields of service. 88 pages, 1954. $1.00.

☐ ***Evaluative Criteria for Distributive Vocational Education.*** Prepared by a special AVA committee, the evaluative checklists proposed here will be useful for teachers and coordinators, supervisors, and teacher trainers. Includes measures for cooperative part-time and adult programs of distributive education. 36 pages, 1954. $.35.

☐ ***Definitions of Terms Used in Vocational and Practical Arts Education.*** A list of approved definitions for the terms most essential to an understanding of these phases of education, prepared by leaders throughout the country, representing every division of the AVA. 24 pages, 1954. Single copies $.25; five copies $1.00.

☐ ***A Guide to Improving Instruction in Industrial Arts.*** The basic teaching tool for industrial arts instructors. Has suggested objectives, shop experiences and informational topics for twelve instructional areas; chapters on industrial arts design, and current philosophy in the field. 120 pages, 1953. $.50.

☐ ***Education of Veterans in Farming.*** The only nation-wide study of the institutional on-farm training program. Summarizes the implications of the veterans program for reorganizing and improving present agricultural education courses for youth and adults. 76 pages, 1953. $.25.

☐ ***Salary Incentives for Teachers of Distributive and Industrial Education.*** Reasons why salary schedules must be revised to attract competent instructors. Includes selected example of how this is now being done. 24 pages, 1951. $.15.

☐ ***A New Look at Life Adjustment Education.*** Points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. 48 pages, 1950. $.25.

Orders for ten or more copies of one title receive 10% discount. Use this convenient order form.

AMERICAN VOCATIONAL ASSOCIATION, INC.

1010 Vermont Avenue, N.W., Washington 5, D. C.

Please forward to me copies of AVA publications in the quantity indicated above. Remittance is enclosed.

Name_____

School_____ Street_____

City_____ Zone_____ State_____

Dec. 1956
vol. 31 no. 9
THE UNIVERSITY OF MICHIGAN
FEB 2 1959
EDUCATION LIBRARY

American VOCATIONAL Journal

50 YEARS OF Progress

IN VOCATIONAL AND PRACTICAL ARTS EDUCATION

- AGRICULTURAL EDUCATION
- BUSINESS EDUCATION
- DISTRIBUTIVE EDUCATION
- HOME ECONOMICS EDUCATION
- INDUSTRIAL ARTS EDUCATION
- TRADE & INDUSTRIAL EDUCATION

CELEBRATED AT 50TH VOCATIONAL CONVENTION • ST. LOUIS, MO.

Announcing the 11th Annual

FORD INDUSTRIAL ARTS AWARDS PROGRAM

. . . an exciting nationwide awards program for students and teachers

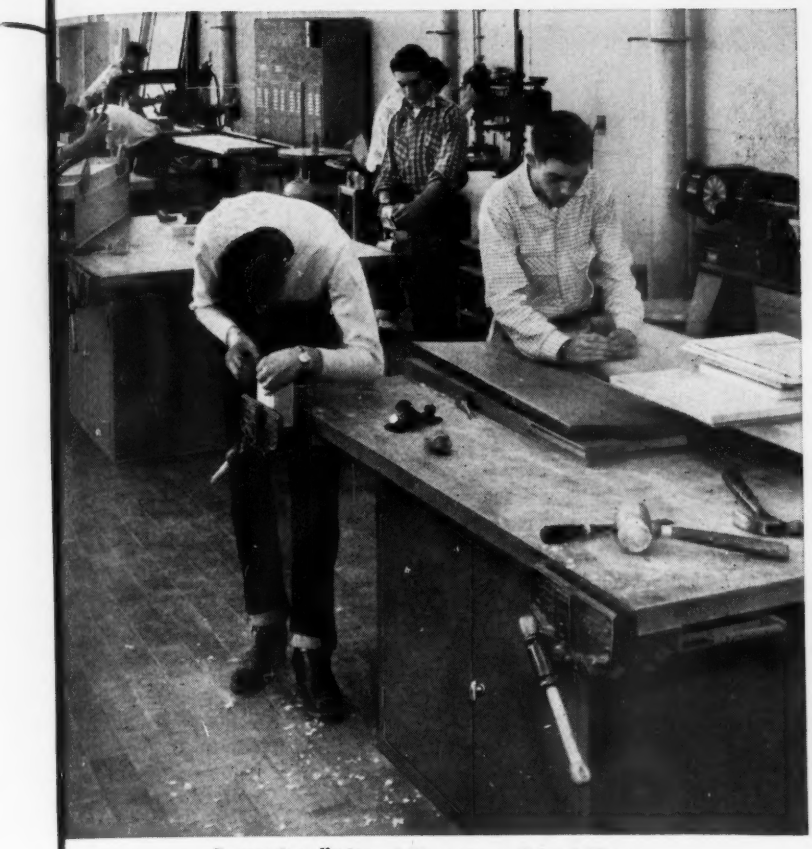
A unique opportunity. Now's the time to interest your industrial arts and vocational students in one of the greatest opportunities offered them each year: Ford's big, exciting I.A.A. Program.

Win national acclaim—cash prizes! I.A.A. is the only program giving national recognition to talented industrial arts and vocational students and their teachers. In addition, it offers students a chance to compete for cash prizes. Special prizes will go to the 18 entries showing greatest creative design and ingenuity. Trophies will be awarded schools who have a first-place winner. And—for the 32 Outstanding Achievement Award winners *and their teachers,* event-packed 3-day all-expense trips to Detroit.

Hometown recognition, too. I.A.A. has come a long way in establishing local exhibits for local projects. A good chance to show the people in your town the work you and your students are doing! These exhibits, known as Student Craftsmen's Fairs, were held successfully in 41 principal cities last year. Initial judging takes place at these fairs; final judging in Dearborn. *Why not hold a fair in your area this year?* To help you do it, we've prepared a special pamphlet full of useful ideas—yours for writing us at the address below.

Practically any industrial arts project made by students in the 7th through 12th grades can be entered. Complete information is contained in the 1957 Rules Booklet, which with entry blanks, should reach you by mail by Dec. 1. If you fail to receive yours, you may obtain one by writing Ford Industrial Arts Awards, 3000 Schaefer Road, Dearborn, Michigan.

FORD MOTOR COMPANY



Recent installation of HALLOWELL School Shop Furniture. Line has many exclusive new features.

NEW—a complete line of HALLOWELL School Shop Furniture

chool shops can be completely fitted with new HALLOWELL Furniture t a fraction of the cost of custom-designed furniture. These rugged, unctional units were specially developed for use in industrial arts nd vocational shops. Designs and construction features, materials and uality are the same as found in HALLOWELL shop equipment, a leading ne throughout industry for many years.

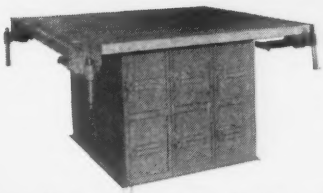
nly a few models in the HALLOWELL School Shop Furniture line are lustrated here. See our bulletin, Form 2246, for complete information. rite for your copy today. HALLOWELL Shop Equipment Division, TANDARD PRESSED STEEL CO., Jenkintown 73, Pa.

our exhibit: **American Vocational Association Conference, St. Louis, December 2 to 7, Booths 215-218.**

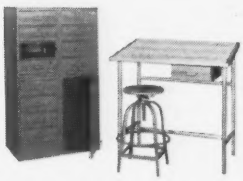
STANDARD PRESSED STEEL CO.

HALLOWELL SHOP EQUIPMENT DIVISION SPS

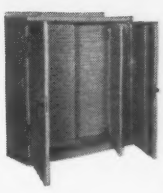
JENKINTOWN PENNSYLVANIA



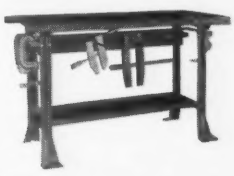
4-position wood working bench, with locker base and laminated wood top. HALLOWELL woodworking benches are available in 2 and 4-position models, also with open or cabinet bases.



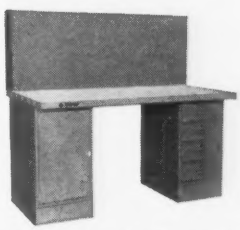
Drawing furniture. Satin-finish tubular aluminum base drawing table. Built-in guides for instrument drawer. Drawer is locked in case unit when not in use. Case unit stores 12 drawers and 12 drawing boards.



Tool storage cabinet. New wall-mounted cabinet has "boy-proof" all-steel peg-boards for safe storage of tools. Many types of storage cabinets—wall mounted or free-standing—are available.



Glue bench, all-steel with built-in racks and lower shelf, for convenient storage of clamps and tools. Also available with stainless steel work surface.



Electrical test bench. Has resinwood-surfaced laminated wood top, ample space for storage of tools and materials. Removable plywood test panel can be drilled or cut for instrument mounting.

POST

FREDERICK POST COMPANY

3650 NORTH AVONDALE · CHICAGO, ILLINOIS

ENGINEERING AND DRAFTING SUPPLIES

HAPPY BIRTHDAY, AVA!

In measuring the AVA today against the goals set 50 years ago, the results are obvious. AVA is everything our founders set forth to make it... and more!

Post is proud to have been a member since its inception.

The educator's role in our increasingly technical civilization assumes greater importance with each passing year. More than ever before, we join with you in our mutual cause—preparing our youth for the challenges of a technological tomorrow.

Yours very truly,

Robert Jones

Robert Jones
Manager Education
Sales Division

Fred Bishop

See you in St. Louis!

Bob Jones

American VOCATIONAL Journal

Official Publication of the
American Vocational Association, Inc.
featuring exclusive coverage of vocational and industrial arts education

VOLUME 31 NUMBER 9 DECEMBER 1956

Editor-in-Chief
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
Vermont Ave., N.W., Washington 5, D. C.

Managing Editor
Dorothy Robinson Davis

Editorial Assistant
Eleanor Brooke

Editorial Board

Agriculture—George P. Deyoe
University of Illinois

Business—McKee Fisk
Fresno State College, Calif.

Distributive—William B. Logan
Ohio State University

Home Economics—Bernice McCullar
Georgia State Department of Education

Industrial Arts—William R. Mason
Cleveland, O., Board of Education

Trade & Industrial—Russell K. Britton
Denver, Colo., Board of Education

AVA Officers

President—J. F. Ingram
Alabama State Department of Education

Past President—Cecil E. Stanley
Nebraska State Department of Education

Treasurer—Charles W. Sylvester
6429 Blenheim Rd., Baltimore, Md.

Vice Presidents

Agriculture—R. E. Bass
Virginia State Department of Education

Business—Arthur L. Walker
Virginia State Department of Education

Distributive—Roy Fairbrother
Wisconsin State Dept., Voc'l and Adult Educ.

Home Economics—Dorothy S. Lawson
New York State Education Department

Industrial Arts—Shriver L. Coover
State Teachers College (California, Pa.)

Trade and Industrial—Samuel L. Fick
California State Department of Education

American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Entered as second class matter at the Post Office at Washington, D. C., under Act of March 3, 1879. Contents are copyrighted by the American Vocational Association, Inc. All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Orders for subscriptions for libraries and non-members at $3.00 a year should be sent to AVA headquarters, 1010 Vermont Ave., N.W.

The true men of progress have always as their starting point respect for the past.—RENAN

Golden Features

Vocational Education—A Major Hope for the Victory of Freedom 5
by Senator Walter F. George

Fifty Golden Years 9
by Dr. M. D. Mobley

Congratulations 11

This I Remember 15

What Lies Ahead 19
by John J. Cronin

Preview From Industry 21

In Appreciation 23

The Men of Vision 25

Fifty Golden Conventions 27

Investment in Security 55
by Arthur K. Getman

Vocational Schools, Old and New 60

Index to Volume 31 114

The First Convention Program 118

Golden Histories

Fifty Years of Progress in
Vocational and Practical Arts Education 29
by Arthur B. Mays

Agricultural Education 39

Business Education 47

Distributive Education 57

Home Economics Education 67

Industrial Arts Education 75

Trade and Industrial Education 83

Professional Organization 91

History of Federal Funds for Vocational Education 98
by Dr. M. D. Mobley

Ship Ahoy, 32 Years at Sea 101

Beechcraft

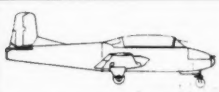
. . . The Home of "Perfectioneered" Products

Since 1932 the advanced design and superior performance of BEECHCRAFT products have set new standards of perfection for the aviation world.

Today, BEECHCRAFT'S airplanes are helping government and industry leaders of more than fifty nations expand their operations . . . to save time, money and effort while enjoying all the luxurious travel comfort that only a BEECHCRAFT can provide. Today, thousands of BEECHCRAFT'S military trainers are helping to build the military strength of the free world, earning an enviable reputation for their rugged construction and economical operation.

BEECHCRAFT airplanes are produced under license in several foreign countries and BEECHCRAFT sales and service facilities are maintained in all major world areas. Wherever they fly, BEECHCRAFT owners are assured of prompt and experienced service . . . proof again that "The World Is Small When You Fly a BEECHCRAFT."

BEECH AIRCRAFT BUILDS

	BEECHCRAFT SUPER 18
	BEECHCRAFT TWIN-BONANZ
	BEECHCRAFT BONANZA
	BEECHCRAFT MENTOR
	BEECHCRAFT JET MENTOR
	BEECHCRAFT L-23B
	BEECHCRAFT XKDB-1 TARGET DRONE
	BEECHCRAFT MD-3 GENERATOR
	BEECHCRAFT MULTI-PURPOSE VEHICLE

THE NEW 4-PLACE BEECHCRAFT BADGER

BEECH AIRCRAFT CORPORATION

FOUNDED IN 1932 BY WALTER H. BEECH — **WICHITA, KANSAS, U. S. A.**

A Major Hope for the Victory of Freedom

BY SENATOR WALTER F. GEORGE

"It is earnestly to be hoped that the leaders in both the executive and legislative branches of our government will unite behind vocational education . . ."

DURING THE LAST few years of my service in the United States Senate, it has become apparent that there is no challenge which the world has ever faced equal to that now confronting the combinations of peoples constituting what we proudly know as *The Free World.*

The mutuality of our security problems, to which is directly linked the hope and prospect of world peace, is probably the one great lesson we have learned in two great wars. The United States of America has a leadership responsibility probably never before equaled to see that this lesson not only is not forgotten but that it is applied.

There are those among our leaders who believe that the world wide struggle which touches all peoples will continue for many years, perhaps through many generations. If the free world's concept of life's purpose is to prevail and the joy of individual liberty is to be known by all mankind, bringing numberless blessings to humanity, the leaders of today must point the way unerringly for generations yet unborn.

It is sheer realism in my opinion to claim that in vocational education lies a major hope for the victory of freedom that with resolute and stout hearts we must guarantee to our citizens of the future.

What does vocational education have to do with world peace, security for the free world and the hope that individual liberties may be preserved for all time?

If the statements which I have made appear startling or strange, let us recall together the words of vocational education's champion of 40 years ago whose vision and energy brought us to our present state of development and whose addresses indicate in retrospect a gift of prophesy which could not have been imagined at the time.

On July 16, 1916, the day on which he introduced in the Congress the Vocational Education Bill which, when enacted, provided the system in operation today, Dudley M. Hughes said:

"We are among the world's great industrial peoples, striving mightily for our place in the commercial sun. We need that place to keep our workmen employed and their families happy, but we omit a necessary thing to win and hold the position for which we strive. We

train the physician for his job, the lawyer for his profession, and we teach the veterinarian how to care for the horse . . .

"Only trained intelligence can conserve our mines, our forests, and our water powers; only trained intelligence can restore to our depleted land its old fertility; only trained intelligence can make it possible for us to maintain our higher standard of living for workers, and yet successfully compete with the workshops in lands where lower standards prevail.

"The greatest resource of any nation is the undeveloped skill and vocational possibilities of its population . . . Vocational training is especially needed to prevent waste of human labor, which is the most destructive form of extravagance of which a nation can be guilty . . .

"National efficiency is the sum total of efficiency of all individual citizens, and the national wealth is the sum of their wealth producing capacity. While, therefore, our national prosperity in the past has been largely based on the exploitation of our natural resources, in the future it must be based more and more upon the development, through vocational education, of our national resource of human labor. In the markets of the world we compete, not as individuals but as a unit against other nations as units. This makes the protection of our raw material and of our productive skill and human labor a national problem, and unquestionably introduces a national element into vocational education, making the right preparation of the farmer and the mechanic of vital concern to the nation as a whole . . ."

That both Congressman Hughes and the Senate champion of vocational education, the late Senator Hoke Smith, were Georgians deserves a passing commentary. We of the south developed an awareness of the great needs because we live with those needs and, because of our lack could appreciate the value of skills, and training available only through such a government sponsored and government supported effort to train together the hands and minds of our young men and women. What this has meant to the south and to the nation and, indeed, to the free world long has passed the stage of argumentation.

The example of my fellow Georgians who preceded me in the Congress has meant much through the years during my own service to the cause of vocational education. And today the path found by Dudley Hughes and Hoke Smith is followed by scores of individual members of the Congress and as groups by virtually the entire membership of House and Senate and the committees which year to year review, seeking to strengthen the vocational program. Where the initial Act in 1917 provided $7,000,000.00, a continuing awareness of what is being accomplished has prompted Congress continually to increase its authorization until it reached its present strength with an appropriation for fiscal 1957 of about $39,000,000.

Only about three years ago, there was a misguided attack upon the entire principle of vocational education and an effort was made to eliminate it from federal responsibility. This assault met with such firm and overwhelming resistance in the Congress that the net result was to strengthen our program because even the program's detractors have since been convinced of its soundness. It is my opinion that these erstwhile detractors will be among the real champions which will contribute to an expansion of vocational education perhaps undreamed of when the Smith-Hughes Act became law. It does not require too much vision to anticipate a program quadrupled in size and scope, as well as financial support, within the next decade.

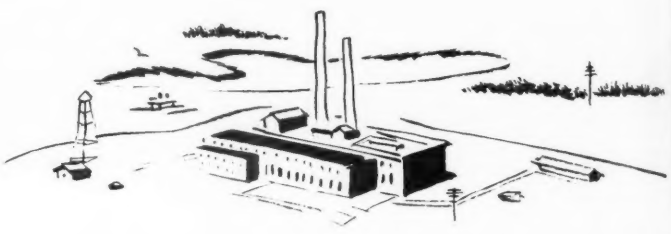
On April 22, 1953, I appeared before the Senate Appropriations Committee in behalf of vocational education and I stated:

"It has been estimated that the rate of increase of Russian production at the present time is almost twice the rate of increase in production in this country. Whether that estimate is entirely accurate or not, we cannot permit ourselves to be lulled into thinking that Russia can never compete with us in production. We have only to remember the tremendous strides accomplished in this country from 1917 to the present time. Vocational education played an important role in great expansion of American pro tion. Russia's ever-increasing gram of vocational education also help them to greatly inc their productive capacity.

"It would in my estimation tragic indeed to do anything at time to weaken America's prog of vocational education. Instead should be taking steps and supp ing measures of every sort that help to strengthen the program make it available for a larger per of our people."

Since that statement was m Soviet Russia has laid down an e greater challenge to the Un States and has promised realiza of the Soviet goal "to catch up and overtake the most adva capitalist countries in per capita duction." To do this, our int gence reports indicate a tremend expansion of vocational and tec cal training in Russia within re years and the substantial and tinual expansion of these trai programs. There is no question that the communist countries of world are striving desperately to pand engineering, scientific, tec cal, and vocational training in or that communism can challenge free nations for the markets of world.

We have known for a long t that we are competing with com nism for the minds and hearts men, and that an armaments has been underway for some ye It is apparent now that the So has shifted its attention to the of economy and that it has based major hope for victory upon training of manpower. It is earne to be hoped that the leaders both the executive and legisla branches of our government unite behind vocational educa and in the same spirit with wh an earlier leader met a challe say, "We have only just begun fight."



CONGRATULATIONS

TO THE

American Vocational Association

ON ITS

Golden Anniversary Convention

COMMEMORATING

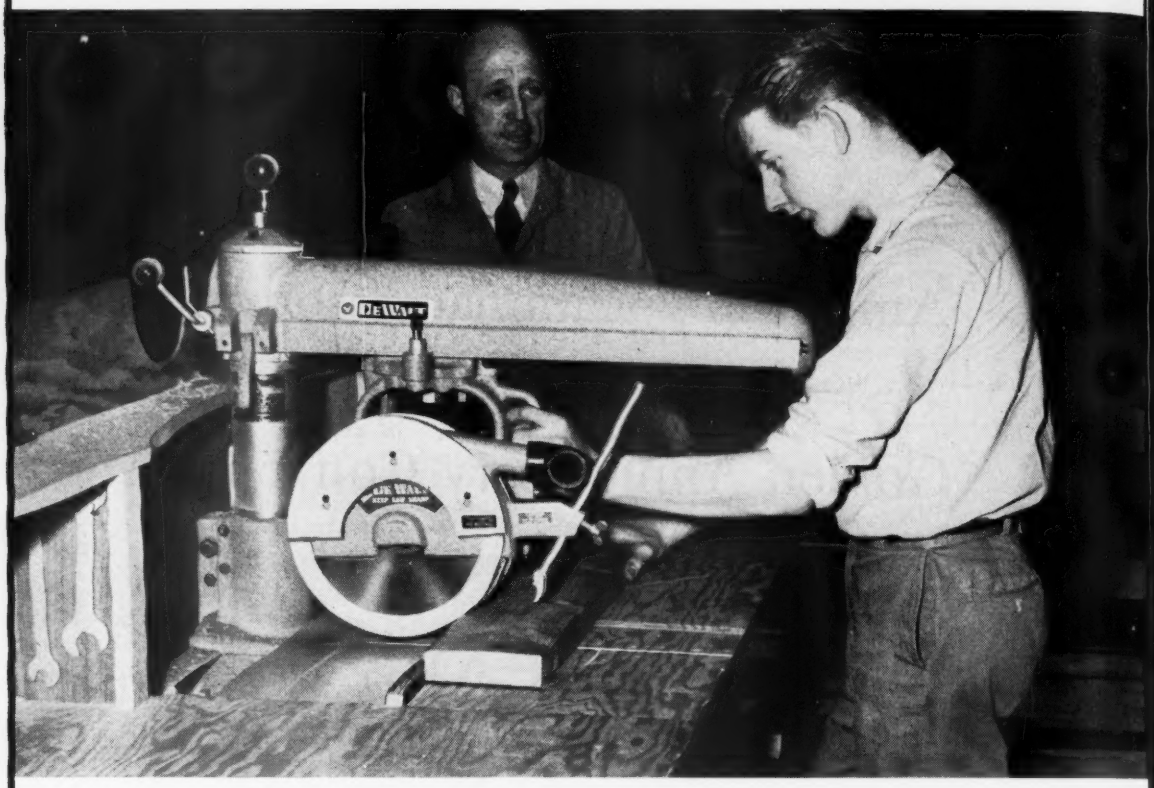
50 YEARS OF VOCATIONAL PROGRESS

AVA

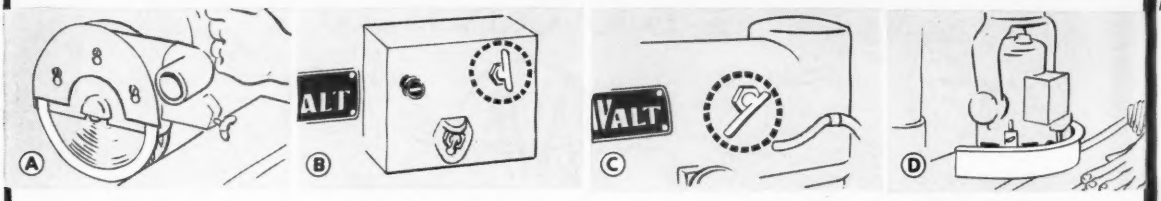
We are proud to have participated with AVA through half a century by supplying precision machine tools for vocational education.

SOUTH BEND LATHE

Future job safety is your responsibility...



And De Walt® has the safest record in industry!



You need these exclusive operating safety features: **A**—Simpler, safer top-side cutting with exclusive safety guard. See your mark *and* your saw. **B**—Power brake stops saw in 4 seconds for *added* safety. **C**—Safety key switch prevents unauthorized use. **D**—De Walt becomes tilting arbor shaper with exclusive shaper guard—gives 50% more shapes per cutter. Combines 12 basic power tools. Builds into workbench, gives safer straight-line handling.

Train your students on an AMF De Walt—preferred in both home and industry for accuracy, versatility—*plus the safest record of performance.* Arm raises, lowers, swings 360°. Motor and saw ride on arm, rotate 360°, tilt downward past 90°. Powerful direct-drive motor accommodates any circular tool, saves cost of separate machines. De Walt's the saw your students will later use!

2 popular sizes for schools...GW-I, 1½ hp, 10″ size for industrial arts...GA-N, 3 hp, 12″-14″ size for vocational training.

See your supplier or send for FREE BOOKLET.

Another AMF Product
DE WALT POWER TOOLS

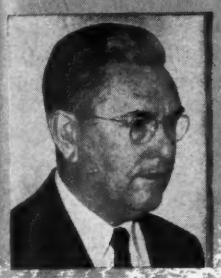
De Walt Inc., Dept. AV-56-12 Lancaster, Pa., Subsidiary of AMERICAN MACHINE & FOUNDRY COMPANY

☐ Please send me FREE BOOKLET on Job-Tested Safety Cutting Methods
☐ Please send information on De Walt 16mm sound classroom film

Name_____
School_____
Address_____
City_____ Zone____ State_____

☐ *Students!* Check here for special literature

The 50 Golden Years



By

Dr. M. D. Mobley

Executive Secretary and Editor-in-Chief, American Vocational Assn.

AS WE PAUSE IN TRIBUTE *to the 50 Golden Years*—as we recognize the accomplishments of the program, the consecrated spirit of its professional workers, the vision of congressional leaders who backed its future—let us uphold the tradition that translated dreams into reality by looking ahead.

Let us take advantage of this historic opportunity to join in greetings to AVA members 50 years hence, in the year 2006.

And so, AVA in 2006, we salute you—half a century before your time.

As we stand midway in this momentous century of progress, launched in 1906 when the National Society for the Promotion of Industrial Education was founded, we of 1956 congratulate you on your amazing works.

True, we cannot see with sufficient clarity into the future as to hail specifically each of your almost unbelievable accomplishments. But we can, and will, project our own 50 years of progress into your present and know you are doing wonderful things with your heritage.

We suppose your germ-free, sun-powered, transistor-controlled life is beyond our wildest dreams. We're a rugged people yet, just barely emerging from the hardships of gas, coal, and electricity; still sentimental about the earliest days of farm and frontier.

Your gleaming plastic and alloy cities must stand in majestic splendor with their automatic climates, split-second transits, ultra distribution systems, and magic construction.

But unchanged, we know, is vocational education's close alliance with and contributions to industry, agriculture, business, distribution, and the home.

It's fabulous, from where we sit, to think of farms that all but run themselves, your three-day work week, your freedom from so many chores that today are routine for us. It's fabulous, too, to consider the professional leadership and wisdom that has kept vocational education up-to-date with your times.

Congratulations, AVA of 2006! One hundred years of vision and effort gaze up at you with pride.

HERE AT THE half-way mark, looking ahead, we must also glance behind to honor those sturdy pioneers who nursed vocational education through 11 years of starving infancy to finally win federal support.

Some are now gone, their splendid work done. Some have retired with rich memories of the good fight well fought. And some still serve, priceless in their judgment, and experience.

As we write this in 1956, the program—and the AVA—are growing out of adolescence. Now almost an adult and veteran of mankind's two most destructive wars, vocational education in the United States is recognized for its importance to the social and economic security of the 'greatest nation of

them all.' And AVA stands enchanted by the horizons it has helped to disclose as it bequeaths them now to you.

But it awes us, it humbles our conceits, to peer so far ahead into what you consider the commonplace present.

In 2006, it no doubt seems but a short step from manual training's cellar workbench to the impressive vocational school buildings of 1956.

But the route was often treacherous, problems were far-reaching, days were sometimes dark. In spite of the pitfalls—through devoted perseverance—progress has been swift.

The tedious crafts our pioneers so ably fostered brought the skills and know-how that harnessed steam, gasoline and waterpower to provide weapons and food for victory in 1918 and 1945, with freedom and civilization intact. It was vocational pioneers who trained the hands that armed the nation, launching giant ships of war in air and sea. It was AVA pioneers who trained those same hands to put together in times of peace the ingenious devices that have rocketed us into our current era of jets and electronics.

Just as we of 1956 are proud of you, and proud of ourselves, so are we proud of our forebears.

FIFTY YEARS GONE, fifty to go—we in 1956 should be indulged if we look to our own laurels. Vocationally skilled workers have joined with science to crash the sound barrier into such awesome realms as automation and hydrogen fission. Vocationally trained technicians are working today with engineers to put together a man-made moon, soon to circle our planet at 18,000 miles an hour. The skills of the American masses have brought to full fruition many of our great inventions. The same skills have made possible the good full life America enjoys in 1956.

If, in 2006, this is read or reprinted as amusing nostalgia, those of us who will live to be with you will doubtless join in your entertainment. Machine-made problems, so complex today, will be simple to solve in your scientific era.

By then, AVA will know and honor those of us who rise with the wisdom needed to train and re-train for the new industries, techniques and services that surge before us.

We know such demands would not face us if those before us had complacently worked without thought or plans for the future. But those dedicated men and women wouldn't rest. They had their eyes on a star and followed it with purpose.

In solemn admiration and wonder, we think of them again. In only half a century, beginning with little more than the age-old lore of Europe, vocational educators have trained America's fingers to be the world's most skillful, the world's most productive.

They have switched America's hands from plow reins to tractor throttles, from sledge to power lever, from washboard to wall switch, inkwell to typewriter, burlap to cellophane.

Through creative work and unfaltering integrity they gave their nation skilled manpower—its greatest resource in war, in peace, in times of inner crisis. Today we cherish as we champion our profession—just as you, with concepts that will wear the change of 50 years—will champion it too.

For this we offer to you a final salute, AVA in 2006. And, respectfully, we honor the men and women whose achievements we present in this, our GOLDEN ANNIVERSARY JOURNAL.

Congratulations AVA!

George Meany, President, AFL-CIO—

ON BEHALF OF THE AFL-CIO I am happy to extend the heartiest congratulations of organized labor to the American Vocational Association on the 50th anniversary of continued progress in the field of vocational education.

Organized labor has always had a special interest in vocational education. An effective system of vocational education adapted to the needs of American industry and labor has helped to produce the special skills and work habits that have made American workmen the envy of the entire globe. The standard of living which America has achieved owes much to the practical vocational training that the AVA has helped to foster.

Organized labor and the vocational education program must continue to work closely together. We must improve the contribution that vocational education can make in supplementing the nation's apprentice training program. Through vocational education we expect that our apprentices can gain broader knowledge, scope and vision in their work. At the same time it is important that programs for vocational training continue to seek their guidance from the world of practical experience so that they can make their fullest contribution to improving the practical skills of the nation.

Dr. William Carr, NEA Executive Secretary—

ON THE 50TH ANNIVERSARY of the vocational education movement the National Education Association is singularly privileged to offer its congratulations and best wishes to the American Vocational Association. Just as AVA is commemorating 50 years of growth in vocational education, so NEA is marking 100 years of growth in the professionalization of all education.

The history of the AVA is almost concurrent with the history of federal aid to vocational education. We at NEA point with pride to this program as an example of how federal aid without federal control can stimulate action by states and localities

(Continued on page 12)

Your students will enjoy building any of these interesting projects. The clear, easy-to-follow plans—plus big easy-to-work panels—make for professional-like results when you use

FIR PLYWOOD

Look for DFPA trademarks—your assurance of DFPA quality-tested fir plywood. PLYPANEL is versatile one-side grade of interior-type fir plywood. For all outdoor uses, insist on EXTERIOR-TYPE; the EXT-DFPA on the panel edge is your positive identification.

INSIST ON DFPA-INSPECTED FIR PLYWOOD

37 PLANS
for classroom projects
FREE
to industrial arts instructors

CHECK PLANS YOU WANT—
MAIL COUPON—THAT'S ALL!

- ☐ UTILITY TABLE
- ☐ STACKING CABINETS
- ☐ BUFFET STORAGE CABINET
- ☐ UTILITY SHELVES
- ☐ TOOL-CABINET WORKBENCH
- ☐ DOUBLE DUTY DESK
- ☐ COFFEE TABLE
- ☐ BEDSIDE TABLE
- ☐ STUDENT'S DESK
- ☐ CHEST OF DRAWERS
- ☐ TWO-DOOR CABINET
- ☐ TV STOOLS
- ☐ CHILD'S TUMBLER
- ☐ CHILD'S TABLE AND STOOLS
- ☐ BUNK BED
- ☐ BOAT BED
- ☐ TRAIN TABLE CABINET
- ☐ COVERED SAND BOX
- ☐ TOY STORAGE BLOCKS
- ☐ PORTABLE GARDEN CADDY
- ☐ SECTIONAL PATIO TABLES
- ☐ OUTDOOR SERVING WAGON
- ☐ SUN SLED
- ☐ GARAGE STORAGE BOX
- ☐ GARDEN CABINET
- ☐ PATIO FURNITURE
- ☐ ODDS 'N ENDS CABINET
- ☐ 15′ SAILBOAT
- ☐ 20′ SAILBOAT
- ☐ 11′3″ OUTBOARD
- ☐ 9′ FLAT BOTTOM DINGHY
- ☐ 7′9″ PRAM DINGHY
- ☐ 13′4″ OUTBOARD
- ☐ 13′6″ INBOARD RUNABOUT
- ☐ HOG HOUSE
- ☐ POULTRY HOUSE
- ☐ ROLL-AWAY POULTRY NEST

DOUGLAS FIR PLYWOOD ASSOCIATION, DEPT. AV, TACOMA 2, WASH.

Without obligation or charge, please send me a copy of the plans I have checked above.

NAME.....

SCHOOL.....

ADDRESS.....

CITY.....ZONE....STATE.....

(Good in USA Only)

can't stop looking at Hamilton's new arts and crafts equipment!

And neither will you! This beautiful, big 64 page catalog describes Hamilton's new line of school equipment for fine and applied arts instruction . . . for a wide range of storage needs . . . for mechanical drawing classrooms . . . for school shops—all with appropriate planning suggestions.

You'll find an entirely different approach to the requirements of arts and crafts instruction—equipment that brings the very look of creativeness to your instruction centers. In the development of this broad, new line an appealing balance has been achieved—a blending of Hamilton's detailed knowledge of school equipment needs, with an entirely new freshness of form, material and color. We think you'll find the end result attractive and well worth knowing about.

Whether your interest is in arts and crafts equipment, mechanical drawing, shop or all-purpose storage—you'll surely want to see Hamilton's new Catalog 219. Write for your copy now.

SEE IT IN ST. LOUIS

You may examine an actual display of this new creativity-stimulating equipment during the 1956 American Vocational Association Convention in St. Louis, December 3-8. Visit HAMILTON BOOTHS 45 and 46.

See how colorfully Hamilton arts and crafts equipment conveys the feeling of action and accomplishment—how smartly this fresh, new design escapes the desk—in—row alikeness of conventional classrooms. Here is equipment that brings the v ery look of creativeness to your instruction centers.

Ready for you now! 64 pages, with full color illustrations of selected products, finishes and colors. Write today!

Hamilton

Arts and Crafts equipment

Hamilton Manufacturing Company • Two Rivers, Wisconsin

CONGRATULATIONS

(Continued from page 11)

to improve their educational pr grams. The success of the federall aided vocational program is a tribu to the professionalism of vocation teachers and the AVA.

As the AVA begins the second ha century of its work we of NEA wis for it, not the ephemeral success reaching some goal now already i sight, but the vision to see ne goals, as yet unseen, and to stri for their achievement.

Charles B. Shuman, President, American Farm Bureau Federation—

THE AMERICAN FARM BUREAU Fe eration congratulates the Amer can Vocational Association, Inc., o the occasion of its 50th anniversar of successful activity in the field promoting vocational and practic arts education in the United State Farmers in particular appreciate th importance of vocational educatio because much of the progress in ou industry is due to our long-time an successful programs of agricultur and home economics education.

Agricultural efficiency has increase approximately 80 per cent durin the last 15 years. This remarkabl progress could not have been po sible except for the vocational trai ing programs in our secondary schoo system and the youth and adult edu cational programs carried on by th Agricultural Extension Service.

The American Farm Bureau Fed eration will continue its interest i the development of sound and effec tive vocational education and trai ing programs and will endeavor t work with other organizations wit similar interests, such as the Amer can Vocational Association.

Arch N. Booth, Executive Vice President, Chamber of Commerce of The U.S.A.—

ALL OF US HERE at the Nationa Chamber heartily congratulate you people on reaching the golde milestone which marks half a cen tury of steady progress in the fiel of vocational and practical art education.

And we commend you most sin cerely on the tremendous contribu tion which the American Vocationa Association has made down through the years to every phase of trainin youth and adults in this country t be competent producers in agricul ture, business, industry, home ec

nomics, wholesale and retail trade, and industrial arts.

Through your sound approach to things, and through your organized efforts, you have indeed strengthened the economy of the nation—and are still doing so, which is a blessing. For in this present scientific and industrial age—this age of automation and complexity—America could not get along very well without an adequate number of highly skilled and trained craftsmen and workmen.

A few years ago, you will recall, it was my privilege to attend your Annual Meeting and to have a part in your program. I thoroughly enjoyed being there. I was particularly impressed by the earnestness of purpose of your members—and by their great enthusiasm. We are fortunate to have here in America an Association such as yours.

Many thanks for your cooperation with the National Chamber – and every best wish for your continual success.

James G. Patton, President, National Farmers Union—

NATIONAL FARMERS UNION has been a strong supporter of expanded opportunities in vocational education since before the passage of the Smith-Hughes Act in 1917.

We in National Farmers Union, cognizant of the common political, economic, and social interests of farmers and workers, use the term "vocational education" in its broadest sense, referring to all phases of the program—vocational agriculture, home economics, trade and industries, and distributive education.

The Congress in increasing appropriations under the George-Barden Act for three consecutive years has reflected the interest of the members of National Farmers Union in expanding educational opportunities for adults as well as the approximately 75 per cent of United States children who do not attend college.

Closely related to vocational education from the standpoint of need and legislative history are federal programs of family farm credit, adequate price supports, minimum wages, farm and urban housing credit, crop insurance, soil conservation, rural electrification and telephone cooperatives, and similar programs. National Farmers Union, along with other supporters of vocational education, believe, therefore, that continued improvement and expansion of vocational education and other federal programs, which, like

(Continued on page 24)

Through the years

since your first convention – and even before –

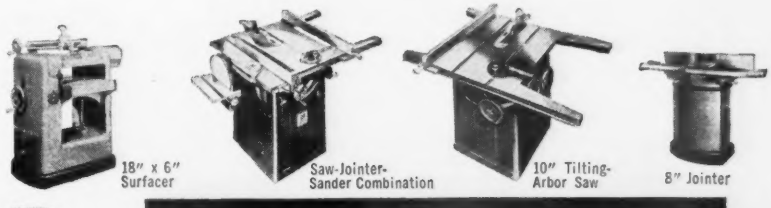
Safety has been the watchword, in building Yates-American J-Line Machines

Our 1930 catalog, for example, expressed our policy this way:

"Of paramount interest to every Manual Training Instructor is the question of safety for their students. All Yates-American machines are equipped with safety appliances approved by the National Board of Safety and are guarded to minimize any possibility of a mishap. Into Yates-American machinery, designed for school use, has been particularly built the factors of safety and durability. They are fool proofed against being put out of order through misuse by youthful and inexperienced operators. They will stand the strain of hardest use and abuse, through long years of economical operation."

...and you can count on continuing Safety

in the years ahead


18" x 6" Surfacer

Saw-Jointer-Sander Combination

10" Tilting-Arbor Saw

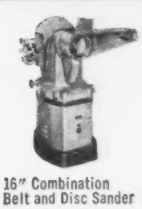
8" Jointer

Visit Booth 48

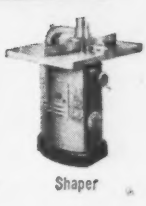
20" Band Saw

12" Lathe

Mortiser


16" Combination Belt and Disc Sander

Spindle Sander


Shaper

J-10.

YATES-AMERICAN
BELOIT, WISCONSIN

ROCKWELL-BUILT

DELTA quality power tools

FOR WOODWORKING...

SHAPERS: Bench and Floor Models.

CIRCULAR SAWS: 8" tilting table; 8", 10", 12" tilting arbor.

BAND SAWS: 10" 14", 20"

RADIAL SAWS: 9" 10", 14", 20"

JOINTERS: 4", 4" deluxe; 6", 8" long bed.

SCROLL SAWS: 16", 24"

FOR METALWORKING...

DRILL PRESSES: 11", 14", 14" Super-Hi Sensitive, 15", 17", 20".

GRINDERS: Bench, Toolmaker, Standard Surface, Tool & Cutter

CUT-OFF MACHINES: Wet, dry abrasive non-ferrous metal, wood.

LATHES: 4', 5' bed

BELT GRINDER: 2½"

BAND SAW: 14" metal-wood

...here's why over 70% of U. S. schools teach with DELTA power tools

SAFE—Built-in safety features assure full student protection, prevent damage to tool.

SIMPLE—Simplicity of design makes Delta tools remarkably easy to operate. Students learn quickly, need minimum instruction.

PRACTICAL—Delta, world's most complete line—53 machines, 240 models, over 1300 accessories—provides the *right* tool for teaching *every* wood and metalworking operation. And these are the same versatile Delta tools so widely used throughout industry—an important reason for training *your* students on Delta tools *now!*

PLUS COOPERATION, SERVICE—Delta's leadership is based not only on quality tools, but on the highest type of cooperation and service. Helpful Delta teaching aids provide information and ideas for practical, effective industrial arts instruction. *And your nearby Delta Dealer provides prompt, efficient service when you need it. He's listed under "TOOLS" in the Yellow Pages of your phone book.*

Send Coupon For All The Facts!

Delta Power Tool Division, Rockwell Manufacturing Co.
414-M N. Lexington Ave., Pittsburgh 8, Pa.

☐ Please send complete Delta Industrial Catalog.
☐ Please send name of my nearest Delta Dealer.

Name_____ Title_____

School_____

Address_____

City_____ County_____ State_____

another product by ROCKWELL

DELTA... PRIDE OF THE NATION'S SCHOOLS

THIS I REMEMBER

Reminiscence conjures nostalgic humor

Scenes from historic yesterdays

Charles W. Sylvester, *AVA treasurer since 1926—*

In 1913-1914 I was Supervisor of Sales and Industrial Training courses for the Industrial Education company of Indianapolis. The business included sales of industrial arts and home economics equipment and system of industrial training lessons in industrial arts and home economics education. Our company applied the self-direction lessons and the materials to carry them out. I also handled demonstrations and problems. Once, I visited a home economics class in cooking in a small Indiana high school when the lesson on baking powder biscuits turned out a complete failure. I was called upon to demonstrate my skill in handling this lesson.

Although I hoped all ingredients and materials had been used, everything was in full supply. Any teacher was supposed to carry out a successful lesson with my "fool-proof" lessons. So with hope and a prayer, I took over. Strange to say I proceeded strictly by the directions and produced the most beautiful biscuits the class ever saw. And they looked that way to me—a supervisor with no knowledge or skill in cooking at all.

* * *

The four-level program of vocational education in Baltimore is unique. It provides for training boys and girls at four levels in accordance with aptitudes, mental capacities, abilities, achievement, and desires. Shop center classes are for the pupils of lowest ability, then occupational classes, general vocational schools and the vocational technical high schools.

The two lowest levels, patterned after vocational schools, do not meet standard requirements. The upper levels do. Pupils may be promoted to a higher level on the basis of accomplishments in shop and academic subjects.

This program makes it possible to keep standards high in vocational and occupational preparation and also provide achievable education and training for all.

* * *

When I started as a shop teacher in a semi-industrial school in Indianapolis in 1920 I asked the principal to direct me to the shop I was to use. I found the basement room but it was filled with broken desks and junk. In the corridor were boxes, benches, lumber and building materials.

When I returned to the principal and said I couldn't find the shop I was told my first job was to clear out the junk and use the lumber to lay a floor, build cabinets, and install benches.

Classes of 25 or 30 boys reported the next day so I made the best of it by teaching the carpentry necessary to ready a shop. In a few days everything was set up. I believe the most valuable training that year was getting the shop in shape. Don't ever sell informal training short!

* * *

The program of vocational instruction in Baltimore started more than 30 years ago, has led to the construction of two of America's finest vocational-technical high schools.

The director of vocational education took seriously Strayer Baltimore School survey recommendations in the 1920's that a vocational school building should be provided for youth and adults. With much planning and hard work and the support of both the school administration and the people of Baltimore the new buildings became a reality.

The Mergenthaler Vocational-Technical High School for 2,000 pupils in 40 courses in use the last three years represents about $8,000,000 for site, plant, and equipment. The Carver Vocational-Technical High School for 1500 pupils in 30 courses is valued at $6,000,000.

Dr. Ivol Spafford, *Educational Consultant, Rock Creek, Ohio—*

The National Society for the Promotion of Industrial Education meeting in Indianapolis in February, 1917, stands out in my mind today as my golden experience.

I was there—a young home economics teacher from Columbia City—doing some adult work under Indiana's vocational law—surrounded by "big names," as I later realized. I knew scarcely anyone.

The session opened in gloom. Hard work had been going on in Washington in behalf of federal aid. There seemed little hope. The talk was all about where they had failed, what more could be done, and how, and when.

Even the night of the banquet there was earnest talk and little smiling.

Then, in came a bell boy, a telegram in hand. A moment later the banquet chairman jumped to his feet, pounding the table. He read a message from a Senator in Washington, congratulating us on the passage of the Smith-Hughes bill!

A moment later, the chairman was handed another wire—this one from the President of the United States, Woodrow Wilson. Others poured in, flooding the table.

From then on we were in another world. Prepared speeches were thrown away and talk turned to the future—a more realistic secondary school program, possibilities in adult and part-time education, a broader

curriculum in teacher education, opportunities in state supervision.

Dazed, I left the meeting, thinking how wonderful it would be to be a state supervisor. Less than two years later I went to Alabama to fill that very job.

James McKinny, *Chairman of the Board, American Technical Society—*

WHEN DAVID SNEDDEN was Commissioner of Education in Massachusetts he invited Charles A. Prosser to come up and take over the supervision of vocational education in that state. Snedden warned Prosser about Charlie Allen who was doing a grand job in teacher training but who was not the easiest man to get along with.

When they met, Allen said:

"Prosser, what do you know about vocational education?"

Prosser replied that he "didn't know a thing," and Allen grinned:

"We'll get along fine. I know all about it!"

* * *

Many years ago I had an early telephone call at my desk in Chicago.

"Is that you, Jimmy? This is Prosser. I'm at the Hotel LaSalle with that old Charlie Allen and we're having quite a hassle. We need a referee—come on down!"

Not knowing what to expect, I went to the LaSalle and found both Prosser and Allen in pajamas, glaring at each other across twin beds, not uttering a word!

If you would like to know what it is to be in the middle, you should have had my experience of sitting between those two characters! The lot of a referee is not a happy one!

* * *

When Allen was getting older, I was told he was meeting friends in his room at one convention, so I went up to see him.

I asked him to remain seated, shook hands, then sat down for a talk about old times.

I took out my wallet and showed him a photo of my children.

"This is Jimmy and Euphemia!" exclaimed Charlie. "My, they're growing big! And they're fine looking!"

When I observed him looking at the picture upside down, I realized how his eyesight had failed. He was trying to spare me the shock of truth I did not want to face.

M. Norcross Stratton, retired Massachusetts State Director of Vocational Education

FIFTY YEARS AGO, Governor William L. Douglas appointed a commission to study the need in Massachusetts for vocational education. On this, the fiftieth anniversary of the establishment in Massachusetts of state-aided vocational education, we pay tribute to that group.

The Commission recommended legislation to establish state-aided vocational education in agriculture, trades and industries and home economics. It was approved in 1906.

As one of the outstanding state vocational education acts in the country, it was the pattern for the Smith-Hughes Law.

The members of that Commission would certainly be proud to see the modern, well equipped buildings now housing state-aided vocational schools.

When I think of the original vocational classes in abandoned school buildings, discarded factories, rented old buildings and even lofts over carpet cleaning establishments, small industrial shops, and commercial laundries, I cannot but applaud our pioneer directors and teachers.

What stalwart, inspired men and women they were who carried the fight.

> *Memory is the treasury of all things, and their guardian.*—CICERO, *De Oratore.*

Most anything was good enough then—but not now. Our enlightened taxpayers, our state and local vocational educators and our successful graduates have seen to that.

Hats off to the pioneers for their farsighted principles and high standards. They are chiefly responsible for the phenomenal growth of independent state-aided vocational schools in Massachusetts.

T. E. Browne, *retired North Carolina Director of Vocational Education—*

SEVERAL YEARS AGO in North Carolina, as in other states, vocational education had not reached its present popularity. It was always a fight for adequate appropriations.

On one occasion I appeared before a rather hostile session of the legislature and asked the House for what many considered an exorbitant amount of money to finance a new and expanding program. I pleaded my cause with all my heart, and when I sat down a handsome young man, who had so far remained in his seat, arose and said,

"I am George Patton from a co try community in the mountains Macon County, where I would s be if your State Director of Vocati al Education had not found me

"You see this empty sleeve wh my right arm should be. I lost it i corn shredder when I was v young.

"It had always been my ambiti to work my way through the St University and become a lawyer, a with the help of vocational edu tion funds and my aunt, who i school teacher, I succeeded. To I plead for the same chance every North Carolina boy and g —what I have done they can do

"This sounds like a lot of mon to many of us, but it can be fou Can we deny any child the right serve humanity in his chosen fie Can we refuse to let any han capped person develop his brain well as his body? I shall devote t time to this project. Will you jo me?"

This heartfelt, spontaneous appe turned the tide, and the full appr priation was granted.

What this young legislator did n tell was that when he finished l law course at the university he did so well that he was taken into t best law firm in his home tow where he became Mayor. Later, served in the State Legislature, w appointed Assistant Attorney Ge eral, was made a Superior Cou Judge, and this year when a vacan occurred, he was named Attorn General for the State of Nor Carolina.

This was one of the many hig lights of my career as a State Dire tor of Vocational Education.

C. M. Miller, *retired Kansas St Director of Vocational Education—*

EPOCH-MAKING MOVEMENTS like v cational education do not bu out all over. Ideas germinate in re less minds. But unless they a nurtured, they die.

I like to think I belong to t crowd that values ideas after oth fellows draw pictures of them.

I believe in vocational educati —all out. Anything so promising a better life for so many could n fail. I've never been sorry I let dow my nets on that side of the boat.

Vividly I recall my first AVA co vention—that is, the National Socie session in the Statler Hotel, Detro November, 1922. There I met L. L. A. Wilson, New York State Dire

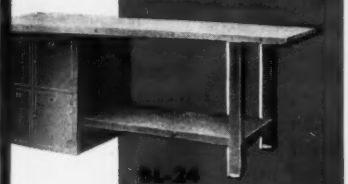
(Continued on page 18)

. . . if you have a BENCH PROBLEM

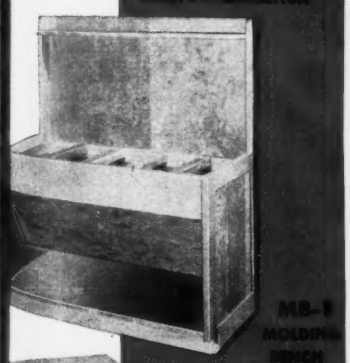
✓ check the famous B-G line of

OL SHOP BENCHES for every instructional purpose!

ET-10
ELECTRICAL TEST BENCH

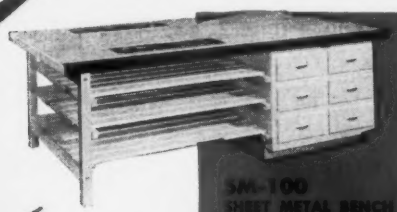


SL-24
UTILITY WORKBENCH

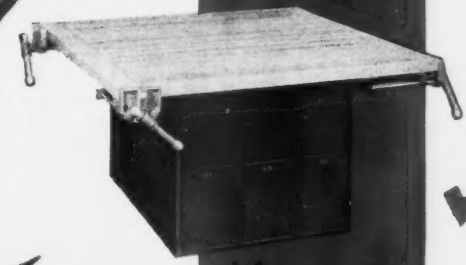


MB-1
MOLDING BENCH

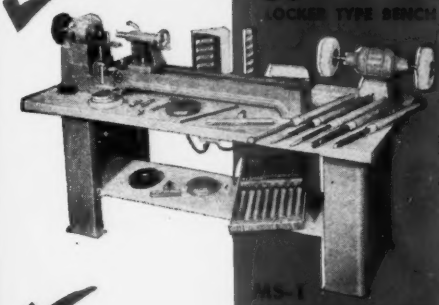
WD-6
DRAWING BENCH



SM-100
SHEET METAL BENCH

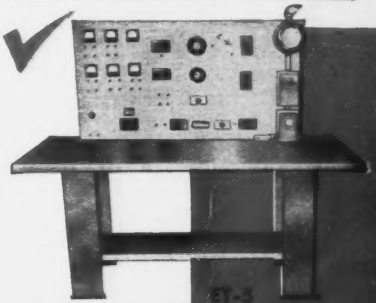


L-4
LOCKER TYPE BENCH

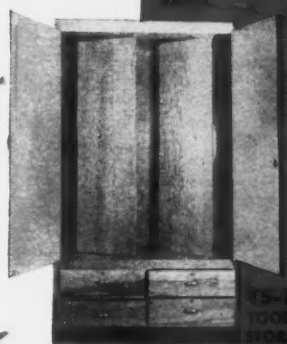


MS-1
METAL SPINNING UNIT

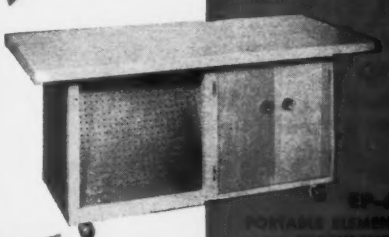
MAPLE BENCH TOPS



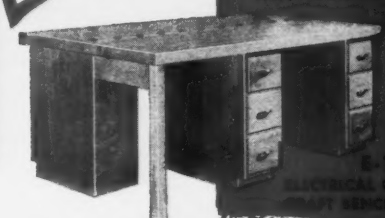
ET-5
ELECTRICAL TEST BENCH



TS-1
TOOL STORAGE CABINET



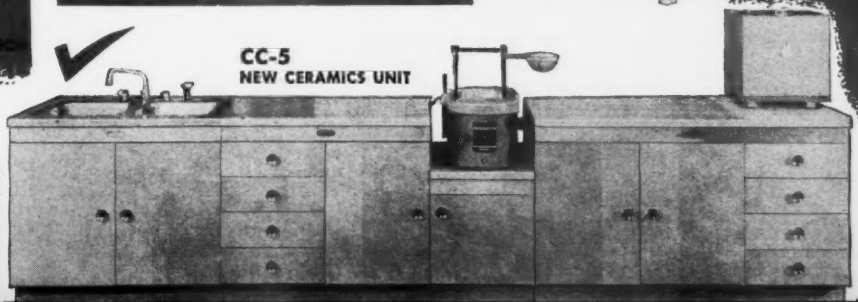
EP-6
PORTABLE ELEMENTARY WORKBENCH



E-1
ELECTRICAL OR CRAFT BENCH

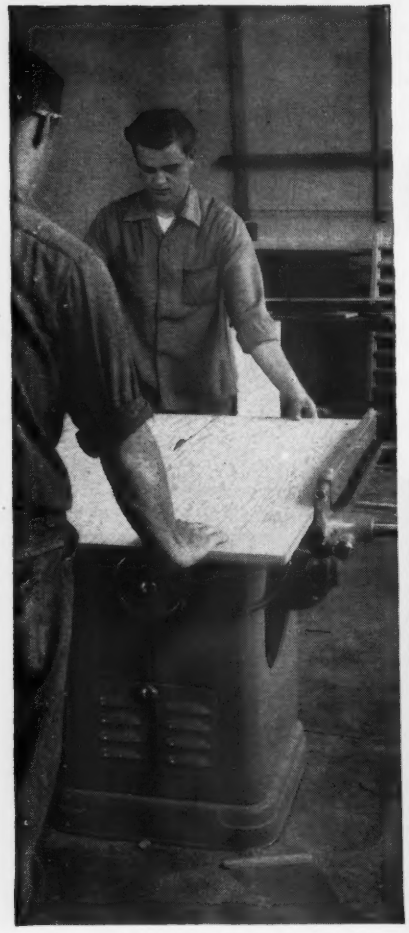
B-G Bench Line also includes:

MACHINE BENCHES	ELEMENTARY BENCHES
WELDING BENCHES	SOLDERING BENCHES
CRAFT BENCHES	PLANNING TABLES
AUTOMOTIVE BENCHES	LUMBER RACKS
GLUE BENCHES	STEEL STORAGE RACKS
STAIN BENCHES	CABINETS
	CERAMIC CABINETS



CC-5
NEW CERAMICS UNIT

"Everything in Industrial Art Supplies" **CLEVELAND 5, OHIO**



Your students will enjoy building any of these interesting projects. The clear, easy-to-follow plans—plus big easy-to-work panels—make for professional-like results when you use

FIR PLYWOOD

Look for DFPA trademarks—your assurance of DFPA quality-tested fir plywood. PLYPANEL is versatile one-side grade of Interior-type fir plywood. For all outdoor uses, insist on EXTERIOR-TYPE; the EXT-DFPA on the panel edge is your positive identification.

INSIST ON DFPA-INSPECTED FIR PLYWOOD

38 PLANS

for classroom projects

FREE

to industrial arts instructors

CHECK PLANS YOU WANT—
MAIL COUPON—THAT'S ALL!

☐ UTILITY TABLE	☐ CHILD'S TABLE AND STOOLS	☐ PATIO FURNITURE
☐ STACKING CABINETS	☐ BUNK BED	☐ ODDS 'N ENDS CABINET
☐ BUFFET STORAGE CABINET	☐ BOAT BED	☐ 5′ SAILER
☐ UTILITY SHELVES	☐ TRAIN TABLE CABINET	☐ 15′ SAILBOAT
☐ TOOL-CABINET WORKBENCH	☐ COVERED SAND BOX	☐ 20′ SAILBOAT
☐ DOUBLE DUTY DESK	☐ TOY STORAGE BLOCKS	☐ 11′3″ OUTBOARD
☐ COFFEE TABLE	☐ PORTABLE GARDEN CADDY	☐ 9′ FLAT BOTTOM DINGHY
☐ BEDSIDE TABLE	☐ SECTIONAL PATIO TABLES	☐ 7′9″ PRAM DINGHY
☐ STUDENT'S DESK	☐ OUTDOOR SERVING WAGON	☐ 13′4″ OUTBOARD
☐ CHEST OF DRAWERS		☐ 13′6″ INBOARD RUNABOUT
☐ TWO-DOOR CABINET	☐ SUN SLED	☐ HOG HOUSE
☐ TV STOOLS	☐ GARAGE STORAGE BOX	☐ POULTRY HOUSE
☐ CHILD'S TUMBLER	☐ GARDEN CABINET	☐ ROLL-AWAY POULTRY NEST

DOUGLAS FIR PLYWOOD ASSOCIATION, DEPT. AV, TACOMA 2, WASH.

Without obligation or charge, please send me a copy of the plans I have checked above.

NAME_____

SCHOOL_____

ADDRESS_____

CITY_____ ZONE____ STATE_____

(Good in USA Only)

(Continued from page 16)

tor of Vocational Education: Dr. L. H. Dennis, Pennsylvania State Director; and T. E. Browne, North Carolina State Director. I felt then I had met three great educators and I've never changed my mind.

I recall eating Thanksgiving dinner alone in the hotel's coffee shop because I couldn't find the other three or four Kansans who were there. I was just a country boy on that trip, almost afraid to go outside for fear I'd lose the way back to my room.

At Philadelphia in 1928 I was caught in a blue and white striped shirt when I was told I had been elected President of the National Association of State Directors. L. H. Dennis dragged me, striped shirt and all, to the banquet speaker's table and I suppose Emily Post is still spinning.

It was even a greater surprise when the Nominating Committee Chairman at Milwaukee in 1930 phoned me to say:

"You know, don't you, that you are going to be nominated for the Presidency of the AVA?"

Heavens *no,* I didn't know it!

But I went forth for a hair cut and shoeshine, had my suit pressed and *changed shirts.* Then I fumbled for something to say if actually elected. I was, and I suppose I said something. But what?

When the Executive Committee set the 1931 Convention for New York City's Pennsylvania Hotel, I was terrified. Kansas to New York! Money was hard to come by in those depression days! Keeping a struggling little organization airborne would have challenged the best of men. But Dr. L. A. Wilson, bless him, came to the rescue and his staff pulled together a program.

A major highlight was the privilege of sitting beside and introducing John Dewey at the banquet.

At that meeting it developed that Z. M. Smith could not continue as part time secretary (which involved publishing the quarterly *Bulletin*). I was asked if I preferred to continue as president or take over for Mr. Smith. A toss of a coin settled it. I became part time secretary.

In 1932 when Dr. Wesley A. O'Leary, State Director of Vocational Education in New Jersey and AVA President, became ill, I was asked to assume his functions, as well as to carry on with my own. When the man in charge of exhibits

(Continued on page 106)

WHAT LIES AHEAD...

Remember this also and be well persuaded of its truth; the future is not in the hands of fate, but in ours.—JULES JUSSERAUD

WHAT LIES AHEAD for the boy or girl now attending vocational high school?

Truthfully and forcefully I can say I have never known a time when the industrial future looked so bright. I vouch for that statement with a personal background of 40 years in industry – some of those years spent directly in personnel management, but all of them with a keen interest in personnel development.

Assuredly we are in a technological age, one in which progress is being accelerated to a greater degree than in any other period of history. This is partially because we are gaining new scientific knowledge daily which is being applied immediately in the design and development of our products, and at once results in added complexity of these new products which, in turn, calls for increased complexity of our manufacturing processes and facilities.

Some commentators call this a Second Industrial Revolution. Regardless of what it is called, its implications for the skilled worker and technician are limitless. The development of new automatic machinery requires the upgrading of workers, and the need for varied skills is therefore more demanding.

In General Motors the employment of skilled people from the period of 1941 to the present has risen 125 per cent, as compared with the increase of all General Motors employment of 87 per cent.

Let us recall, also, that in 1900 the nation required one engineer for every 300 industrial employes – in 1940 this ratio was one for every 112 employes—but in 15 short years between 1940 and 1955, the ratio changed to one engineer for every 50 employes. Even if this ratio doesn't change in the future, it is perfectly obvious that the nation's industrial work force must increase to produce the goods and services the public demands.

This appears to be a long-range continuing trend—and one for which we should all be thankful. It is our conviction that this age of scientific discovery, with its accelerated use of science and technology, has contributed most importantly to our high standard of living, the best of any nation on the face of the globe.

This trend is apparent not only in General Motors but in other industry as well. It means much to both skilled employes and employes in the technician group, especially those associated with all expanding branches of engineering. Definitely, they are not a vanishing race.

This brings up a point we hear much about nowadays, the engineer and scientist shortage. Both education and industry are concerned about it, but I don't believe it should overshadow the fact that a reservoir of technicians must be created also.

By John J. Cronin
General Motors Vice President
in Charge of Manufacturing Staff

Nor do I believe it should cause us to overlook the fact that retirements are thinning the ranks of a great generation of skilled craftsmen. An army of good replacements is needed to take over for them. That army today is distressingly thin.

Keep in mind the fact that every addition of engineers and scientists to a company's payroll calls for more hiring of skilled workers and technical assistants. One group cannot function efficiently without the other.

This need for skilled and technically trained personnel goes far beyond the immediate interests of industry. It involves the future of our country. Dr. Lawrence R. Hafstad, who heads General Motors Research Staff, stated the technical challenge this country faces most impressively when he said:

"We are in a merciless struggle for survival, freedom against regimentation, self-discipline against coercion. We are being challenged from an ideological and technological point of view as well as from a military one. Our choice is brutally clear. As a society, we can either learn mathematics and science – or Russian."

I hope the impact of this challenge is being impressed on the minds of boys and girls now undergoing vocational and technical training. Never before in our history has the need for highly trained people at all levels of technology been greater—nor have opportunities open to young men and women preparing for these fields been more promising.

Industry depends on the vocational educator to carry this message to the young folks. This becomes your responsibility, and it calls for the best leadership and persuasive ability of the educator.

This technological age, which we mentioned before, finds us accelerating our processes and manufacturing techniques to produce more goods and services for a growing population. And this continued acceleration requires more automatic and semi-automatic machinery, calling for a high degree of upgrading of industrial employes.

It requires more young men with diagnostic skill, not necessarily adept with their hands but agile with their minds. These machines have pneumatic, hydraulic, electrical and electronic controls and circuits. When trouble occurs, someone must be able

quickly to determine accurately what it is and how to correct it.

Design and construction of these special machines depends on engineers. But once they are located on the assembly line, the skilled plant worker must take over. Upon him depends the total success of the operation.

Actually, the extent to which new manufacturing methods and processes can be utilized these days is measured by the ability of the plant personnel to absorb them. Realizing this, we have begun widespread special training programs in hydraulics and electronics in General Motors Institute, specifically for skilled employes who maintain our machines.

If we acknowledge that this upgrading and enlarging of various skills is an established trend, what are we looking for among today's vocational and trade school students? What do we offer them and, more important, what attitudes do we hope vocational educators will instill in them?

As for what we have to offer, I can vouch for the fact that management is vitally interested in the continuing development of its people. Any young man or woman with a trade, technical or high school diploma joining General Motors finds a climate in which to continue learning.

In common with most industries, all of our units have on-the-job training programs. Most have apprentice programs and many have cooperative programs with local high schools. These programs, calling for appropriate financial support, demonstrate management's interest in the self-development of its people.

We even single out promising young men and women and encourage them to get further training at General Motors Institute or at some local night school, nearby college or university.

If I were a vocational training teacher, I would try to impress upon my students that personal progress isn't limited by an educational yardstick. Of far greater importance are the individual's attitudes of ambition, initiative and loyalty. The fact that a boy may come to us without a college degree by no means limits the height of his attainment.

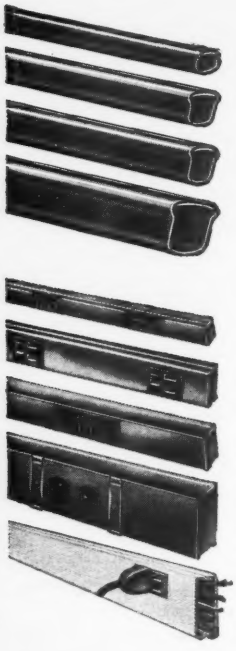
As for what we hope these young people will bring to us, we search continually for the youngster with the good, healthy attitude toward his work, his career and his associates, regardless of his immediate educational background.

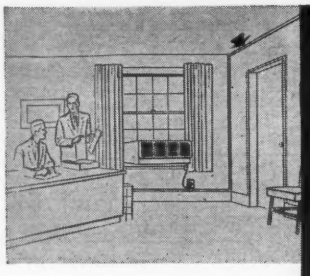
Much of a young person's attitude admittedly is the heritage of home influences—good, bad or indifferent—but at the same time we can cite countless examples of how sensitive, inspired teaching touched off a spark and fanned it into an intense flame. Often the telling power of example enriches the full lives of a teacher's students, although along the way many specifics of subject matter are forgotten or made obsolete by new knowledge.

It is not so important that someone hires out to General Motors with a highly refined technical training because sheer technique can be rendered useless by a negative work attitude. We like the individual who regards his work not as slavery or drudgery but an opportunity to reveal through accomplishment his full potential.

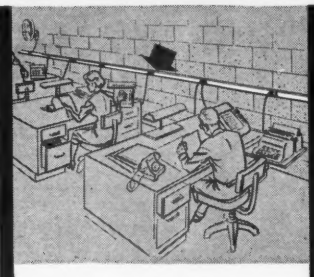
There is no other way by which he can impress his supervisors than by an eagerness for self-development and performance, and good performance means hard work.

Teach **WIREMOLD** . . . it's the *Modern Way* to wire all buildings— new or old.

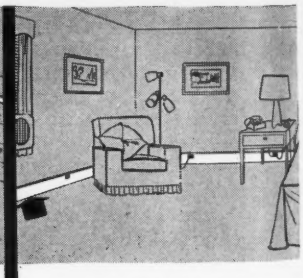




Wiremold Surface Raceways are the safest, easiest, fastest way to carry electrical power anywhere in any building. One-piece construction makes installation easy. Four sizes fit every new wiring or re-wiring job.



Plugmold multiple outlet systems are the easiest way to provide continuous electrical outlets in homes, factories, stores . . . any building new or old. Five types are adaptable to every outlet need.



Plugmold Baseboard—the new 3 in 1 combination baseboard, multi-outlet system, and metal raceway, provides electrical outlets every 30 or 60″ and has capacity for extra circuits. It's *perfect* for new homes and factory workbenches.

WRITE WIREMOLD FOR THE LATEST CATALOG AND OTHER TEACHING AIDS.

The WIREMOLD Company HARTFORD 10, CONNECTICUT

PREVIEW from INDUSTRY

Industry, business and education will require an even closer liaison

Richard E. Hoppe
Director of Training, Minneapolis-Honeywell Regulator Co.—

FOR MANY YEARS in industry we have seen two distinct types of training in operation — on the job and away from the work situation. We have not always clearly known when each method should be applied. Frequently we have neglected job instruction; and at times we have not considered the background necessary to teach the specifics of a job. For the most part, however, we have expected the employee to come to the work place with the foundation of his development completed. In all probability this will not be possible in the future.

Background education and training requirements will increase sharply. This is a natural outgrowth of the increased complexities of modern industry and advanced mechanization. As equipment and processes change, necessary vocational background increases and new jobs and vocations come into being. Subjects will be taught in our vocational schools which are unknown to us today.

To meet the expanding need for background education and training, a wider range of subjects will be offered. Changes will come about so rapidly that young men and women entering industry will not be able to prepare for a vocation per se. *After* they are employed, they will select vocational courses required by a *particular* job. To meet these requirements, emphasis will be placed on adult education in after working hours training.

A closer liaison between industry and vocational training institutions will be a natural consequence of rapidly changing development needs. Larger companies will employ training specialists who will spend all or most of their time working with school personnel. Curricula will be developed faster with industry and education heads together. It will no longer develop slowly over the years, but will be adjusted day by day as changes indicate.

Our vocational training program during World War II was a preview of things to come. An impossible job was completed in an impossible time to meet changes that were thrust upon us overnight. As in time of war, when the vocational schools were standing by to provide badly needed training, so will they be ready to help meet expected sharply-increasing peacetime industrial training needs.

William W. Wooldridge
Vice President, Administration, Hughes Aircraft Company—

NEVER HAS THE NEED for technically trained people been so urgent. Repairmen, technicians, engineers, and scientists are in short supply and there is no immediate relief in sight. Automation is here to stay, and its impact on our labor force has only begun to be felt.

Whether it be the farm, the business office, the factory or the laboratory, the demand for those technically trained will increase, and the opportunities for the unskilled worker will diminish.

The need for intelligent planning for youngsters on the part of the vocational guidance counselor at the high school, junior high school, and elementary levels is most imperative. Mathematics, physics, and chemistry; adequate, modern vocational training for those who are suited to it; training in the new complex operation of office machines; and adequate preparation for engineering and scientific areas for those who have the capacities: these are the needs of today, in fact were the needs yesterday, and must be met as soon as possible.

The humanities are necessary in order that we maintain a well balanced citizenry. They certainly should not be abandoned. But it is a hoax on the youngster of today if he is not made aware of the consequences tomorrow when he or she shall walk into the employment office and say, "I want a job doing anything." They will be sorely disappointed young people.

Industry, business, and the schools have come a long way in the past few years in establishing a closer rapport on these matters of vocational guidance and training programs. An even closer liaison is needed.

Youngsters' imaginations are stimulated by tour of Cessna Aircraft Company plant producing modern business airplanes.

Futures in the air!

DO YOUR STUDENTS REALIZE the almost unlimited opportunities for designers, engineers, marketing specialists—both financially *and creatively* in the business aircraft industry?

Here, there will never be a ceiling placed on imagination, inventiveness, *individual self-realization* according to talent and inclination.

Here, emotional satisfactions and financial reward are in proportion to *personal* contribution—in an industry with its future still ahead of it . . . its potential of economic utility just beginning to be understood!

At ours and other business aircraft companies, there are *bright, rewarding futures in the air.*

CESSNA AIRCRAFT COMPANY • WICHITA, KANSAS

the POWER TOOLS you wanted!

New heavy duty cabinet models . . . by DURO

You'll be creating confidence and building enthusiasm in your workshop work when your students train on DURO POWER TOOLS. This new line has been developed to meet your specific requirements for quality, utility, safety and price. Duro power tools are years ahead in design, ruggedly built to provide a lifetime of faultless service and they incorporate the priceless safety features you must have (with moving parts protected). Students operating Duro units are learning on equipment industry prefers too — tools that are rapidly becoming the "accepted standard" on wood and metal working jobs.

Send for FREE Power Tool Catalog and Shop Planning Guide

See firsthand how Duro power tools will fit your shop and budget. There are many units to choose from including circular, band and scroll saws, lathes, jointers, drill presses, disc and belt sanders, etc. The Duro planning guide will give you a clear insight into proper shop planning. Write today . . . both are free.

DURO METAL PRODUCTS CO.

2692 N. Kildare Avenue Chicago 39, Illinois

In Appreciation

PREPARATION OF THIS Golden Anniversary Issue of the AMERICAN VOCATIONAL JOURNAL was the work of AVA members throughout the nation.

Content for each issue of the JOURNAL is customarily determined by members of the Editorial Board—representatives of each division of the American Vocational Association. When the Executive Committee of the AVA agreed that the 50th annual vocational meeting would be commemorated with a special anniversary issue of the JOURNAL a Steering Committee was appointed to work with the Editorial Board on the project.

It was composed of George P. Deyoe of Illinois, for agricultural education; John Beaumont of Illinois, business education; T. Carl Brown of North Carolina, distributive education; Martha Creighton of Virginia, home economics education; Roy G. Fales of New York, industrial arts education; Walter Arnold of Kansas, trade an dindustrial education. Serving with this committee in an advisory capacity were Dr. Charles W. Sylvester, AVA treasurer; Dr. M. D. Mobley, AVA executive secretary; Lowell A. Burkett, AVA assistant executive secretary; Dorothy R. Davis, managing editor of the JOURNAL; and Nancy H. Kane, former AVA publications secretary.

Members of the Steering Committee worked with members of the AVA Executive Committee, the JOURNAL Editorial Board, members of the Policy and Planning Committees for their respective divisions, and various other members of the AVA.

Writing assignments were made, and dozens of AVA members reviewed and commented on each phase of the preparation. Other AVA members contributed priceless photographs and other material.

Members of the JOURNAL Editorial Board met in Washington, D. C., in September to make final revisions and to coordinate final work.

They were George P. Deyoe, agricultural education; Arthur L. Walker, representing McKee Fisk for business education; William B. Logan, distributive education; Bernice McCullar, home economics education; William R. Mason, industrial arts, and Russell K. Britton, trade and industrial education.

Members of the staff of the Vocational Division, United States Office of Education, gave generously of their time, talents and resources through the preparation and publication of this issue.

Members of the AVA Executive Committee who worked with the Steering Committee and the JOURNAL Editorial Board through the compilation of all of the histories presented here were R. E. Bass of Virginia, agricultural education; Arthur L. Walker of Virginia, business education; Roy Fairbrother of Wisconsin, distributive education; Dorothy S. Lawson of New York, home economics education; Shriver L. Coover of Pennsylvania, industrial arts, and Samuel L. Fick of California, trade and industrial education.

THE PHILADELPHIA

VOCATIONAL-TECHNICAL SCHOOLS

extend a cordial welcome

to the members of the

AMERICAN VOCATIONAL ASSOCIATION

to the first

SUMMER CONVENTION

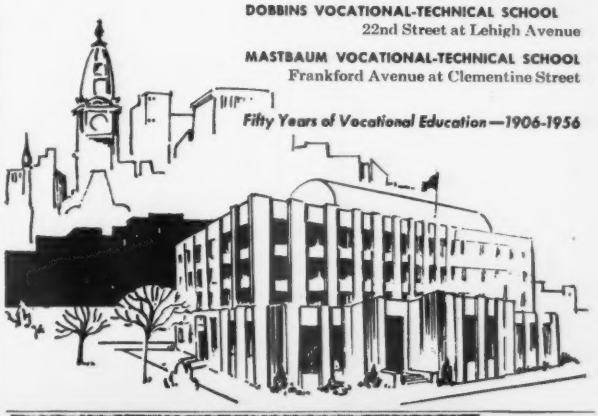
Plan to visit our schools:

BOK VOCATIONAL-TECHNICAL SCHOOL
8th and Mifflin Streets

DOBBINS VOCATIONAL-TECHNICAL SCHOOL
22nd Street at Lehigh Avenue

MASTBAUM VOCATIONAL-TECHNICAL SCHOOL
Frankford Avenue at Clementine Street

Fifty Years of Vocational Education—1906-1956



Congratulations to A.V.A. on its Golden Anniversary

HARDWOOD CORPORATION OF AMERICA

EDUCATIONAL LUMBER DIVISION

ASHEVILLE, NORTH CAROLINA

HATS OFF!

TO VOCATIONAL EDUCATION ON ITS 50TH ANNIVERSARY

COMING TO THE A.V.A. CONVENTION IN ST. LOUIS? WE HOPE TO SEE YOU AT BOOTHS 53 and 54

DELMAR PUBLISHERS, Inc.
ALBANY 5, NEW YORK
In Canada—Thos. Nelson & Sons—Toronto

(Continued from page 13)

it, are based on needs of people, are essential to the future welfare of the Nation.

We will support legislation which increases the authorization for vocational education beyond the maximum appropriated this year by Congress under the George-Barden Act. We support legislation introduced in 1956 which provides for Federal aid to area vocational schools for both out of school youth and adults who desire training in their vocation or who may be interested in training for a new vocation.

Herschel D. Newsom
Master, The National Grange—

We congratulate the American Vocational Association at its 50th Annual Meeting. You are to be commended for the contributions you have made to the advancement of vocational and practical arts education in the United States, and, through these contributions, to the opportunities provided for many deserving young people. Without the efforts of the American Vocational Association, many would not have enjoyed the success they have attained nor would they have been such productive citizens.

The success of your endeavors in the field of vocational agriculture is of particular interest to us, for the National Grange began work on November 29, 1878, to bring about the teaching of agriculture in the public schools. We are proud of our role in securing passage of the Smith-Hughes Act in 1917 and the George-Deen Act in 1936.

It is a pleasure to assure you of our continuing cooperation and to extend to you our best wishes for a most successful meeting.

NEW!

• FORESTRY IN THE SOUTH
M. D. Mobley
R. N. Hoskins
448 pp.—$3.95

• BETTER FARM MANAGEMENT
F. P. King—L. S. Hardin
436 pp.—$3.95

OCCUPATIONAL GUIDANCE
Paul W. Chapman
648 pp.—$3.39

TURNER E. SMITH & CO.
Atlanta, Ga.

Look over these books at the A.V.A. Convention

Automotive Mechanics
New 3rd Edition
By William H. Crouse

A complete, up-to-the-minute revisi
Includes latest developments, such
value rotators, 4-barrel carbureto
automatic transmissions, power brak
power steering, and air conditionin
Especially easy to read. Correlat
Filmstrips. Instructor's Manual.

General Shop
New 2nd Edition
By Groneman and Feirer

Presents a new 32-page section
Ceramics by Vincent A. Roy, deali
with all phases, including the story
ceramic materials, simple modelin
glazing and firing the ware, enameli
on metal, making plaster molds, a
designing. Includes ceramics proje

Shop Theory, 4th Ed.—Ford Trade Sch
(Revised by Fred Nicholson)

Basic Electrical Principles, 2nd Ed.—Suf

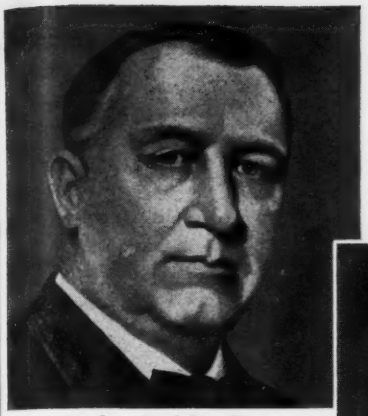
Shopwork on the Farm, 2nd Ed.—Jones

New 2nd Editions of these Crouse W
books—

Workbook for Automotive Chassis
Workbook for Automotive Electricity
Workbook for Automotive Engines

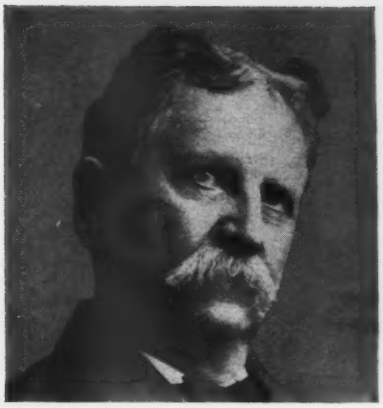
*See these and many other vocatio
leaders at Booths 19-20*

McGRAW-HILL BOOK COMPANY, INC.
New York 36 Chicago 30
San Francisco 4 Dallas 2



Hoke Smith, Ga.
The Smith-Hughes Act, 1917

Walter F. George, Ga.



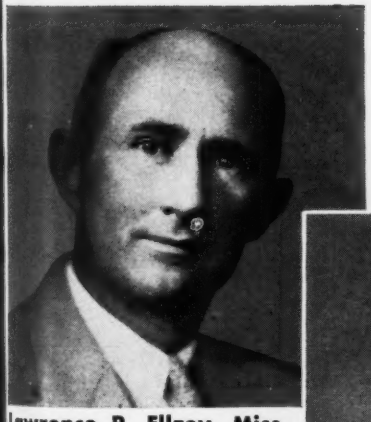
Dudley M. Hughes, Ga.
The Smith-Hughes Act, 1917

Daniel A. Reed, N. Y.
The George-Reed Act, 1929

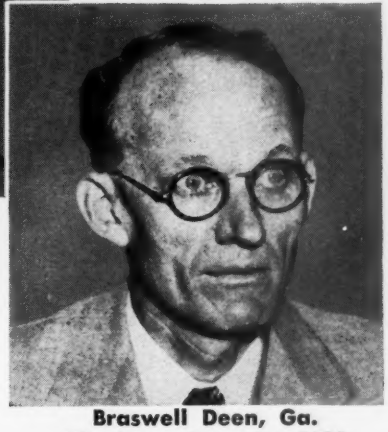
the men of VISION

Authors of federal legislation for vocational education, pictured here, are the men whose vision created for their nation a vocational program that dramatically contributes to social and economic security.

For distinguished service in guarding the skills that have protected and will maintain an empire of production they are honored in this, the American Vocational Association's record of 50 years of progress.



Lawrence R. Ellzey, Miss.
The George-Ellzey Act, 1934



Braswell Deen, Ga.
The George-Deen Act, 1936

Graham A. Barden, N. C.
The George-Barden Act, 1946

FIFTY GOLDEN

National Society for the Promotion of Industrial Education

President	*Term of Office*	*State*	*Convention Cities and Dates*
Henry S. Pritchett..... (Carnegie Foundation)	Nov. '06 to Jan. '07	N. Y.	Cooper Union New York City Nov. 16, 1906
Henry S. Pritchett.....	Nov. '06 to Jan. '07	N. Y.	Chicago, Ill. Jan. 24-25, 1907
Carroll D. Wright..... (US Commissioner of Education)	Jan. '07 to Nov. '08	D. C.	Atlanta, Ga. Nov. 19-21, 1908
Alex. C. Humphreys..... (President, Stevens Institute)	Nov. '08 to Dec. '09	N. J.	Milwaukee, Wis. Dec. 2-4, 1909
Charles R. Richards.....	Dec. '09 to Nov. '10	N. Y.	Boston, Mass. Nov. 17-19, 1910
James P. Monroe.....	Nov. '10 to Nov. '11	Mass.	Cincinnati, Ohio Nov. 2-4, 1911
Wm. C. Redfield..... (US Sec. of Commerce)	Nov. '11 to Feb. '17	D. C.	Philadelphia, Pa. Dec. 5-7, 1912
Wm. C. Redfield.....	Nov. '11 to Feb. '17	D. C.	G. Rapids, Mich. Oct., 1913
Wm. C. Redfield.....	Nov. '11 to Feb. '17	D. C.	Richmond, Va. Dec. 8-12, 1914
Wm. C. Redfield.....	Nov. '11 to Feb. '17	D. C.	Minneapolis, Minn. Jan. 20-22, 1916
Wm. C. Redfield.....	Nov. '11 to Feb. '17	D. C.	Indianapolis, Ind. Feb. 21-24, 1917
Cheesman A. Herrick.... (President, Girard College)	Feb. '17 to Feb. '18	Pa.	Philadelphia, Pa. Feb. 21-23, 1918

The National Society for Vocational Education

In 1918, at the Philadelphia meeting, the name of the *National Society for the Promotion of Industrial Education* was changed to *The National Society for Vocational Education.*

President	*Term of Office*	*State*	*Convention Cities and Dates*
David Snedden..... (Columbia University)	Feb. '18 to Feb. '20	N. Y.	St. Louis, Mo. Feb. 20-22, 1919
David Snedden.....	Feb. '18 to Feb. '20	N. Y.	Chicago, Ill. Feb. 19-21, 1920
Wm. J. Bogan.....	Feb. '20 to Feb. '21	Ill.	Atlantic City, N. J. Feb. 24-26, 1921
Lewis A. Wilson.....	Feb. '21 to Dec. '22	N. Y.	Kansas City, Mo. Jan. 5-7, 1922
Lewis A. Wilson.....	Feb. '21 to Dec. '22	N. Y.	Detroit, Mich. Dec. 1-2, 1922
Charles A. Prosser.....	Dec. '22 to Dec. '23	Minn.	Buffalo, N. Y. Dec. 6-8, 1923
L. H. Dennis.....	Dec. '23 to Dec. '25	Pa.	Indianapolis, Ind. Dec. 11-13, 1924
L. H. Dennis.....	Dec. '23 to Dec. '25	Pa.	Cleveland, Ohio Dec. 3-5, 1925

CONVENTIONS

Vocational Education Association of the Middle West

This association was organized at the City Club of Chicago, Ill., January 16, 1914. It was not affiliated with The National Society for Vocational Education but operated as a separate organization.

President	*Term of Office*	*State*	*Convention Cities and Dates*
William J. Bogan	Jan. '14 to Feb. '15	Ill.	Chicago, Ill. Feb. 5-7, 1915
Frank M. Leavitt	Feb. '15 to Apr. '16	Ill.	Chicago, Ill. Mar. 30, 31-April 1, 1916
George H. Miller	Apr. '16 to Jan. '17	Ill.	Chicago, Ill. Jan. 18-20, 1917
S. J. Vaughn	Jan. '17 to Jan. '18	Ill.	Chicago, Ill. Jan. 24-26, 1918
A. G. Bauersfeld	Jan. '18 to Jan. '19	Ill.	Chicago, Ill. Jan. 16-18, 1919
Charles A. Bennett	Jan. '19 to Feb. '20	Ill.	Chicago, Ill. Feb. 19-21, 1920
Edwin A. Lee	Feb. '20 to Feb. '21	Ind.	Minneapolis, Minn Feb. 10-12, 1921
J. A. James	Feb. '21 to Jan. '22	Wis.	Milwaukee, Wis. Jan. 11-13, 1922
William Backrach	Jan. '22 to Dec. '23	Ill.	Detroit, Mich. Nov. 30-Dec. 1-2, 1922
John N. Greer	Dec. '23 to Jan. '24	Minn	St. Louis, Mo. Jan. 16-19, 1924
Lewis Gustafson	Jan. '24 to Mar. '26	Mo.	Chicago, Ill. Feb. 12-14, 1925
Lewis Gustafson	Jan. '24 to Mar. '26	Mo.	Des Moines, Iowa Mar. 17-20, 1926

American Vocational Association, Inc.

The American Vocational Association, Inc., was formed by the amalgamation of The National Society for Vocational Education and the Vocational Education Association of the Middle West. Action on the merger was taken by the National Society for Vocational Education at Cleveland, Ohio, December 4, 1925, and by the Vocational Education Association of the Middle West at Des Moines, Iowa, March 20, 1926.

The original constitution of the American Vocational Association was developed conjointly by committees representing both of the associations concerned. The officers and the executive committee of the new association were nominated by a committee chosen from the membership of the two amalgamating associations. Articles of Incorporation for the AVA were filed in Indiana December 5, 1929. The first meeting of the AVA was held in Louisville, Kentucky, December 2-4, 1926.

President	*Term of Office*	*State*	*Convention Cities and Dates*
Edwin A. Lee	Dec. '25 to Dec. '27	Calif.	Louisville, Ky. Dec. 2-4, 1926
Edwin A. Lee	Dec. '25 to Dec. '27	Calif.	Los Angeles,Calif. Dec. 17-20, 1927
R. L. Cooley	Dec. '27 to Dec. '29	Wis.	Philadelphia, Pa. Dec. 13-15, 1928
R. L. Cooley	Dec. '27 to Dec. '29	Wis.	New Orleans, La. Dec. 5-7, 1929
Paul Chapman	Dec. '29 to Dec. '30	Ga.	Milwaukee, Wis. Dec. 10-13, 1930

C. M. Miller	Dec. '30 to Dec. '31	Kan.	New York, N. Y. Dec. 8-11, 1931
W. A. O'Leary	Dec. '31 to Dec. '32	N. J.	Kansas City, Kan. Dec. 6-9, 1932
Ray Fife	Dec. '32 to Dec. '34	Ohio	Detroit, Mich. Dec. 6-9, 1933
Ray Fife	Dec. '32 to Dec. '34	Ohio	Pittsburgh, Pa. Dec. 5-8, 1934
G. Hambrecht	Dec. '34 to Dec. '36	Wis.	Chicago, Ill. Dec. 4-7, 1935
G. Hambrecht	Dec. '34 to Dec. '36	Wis.	San Antonio, Tex. Dec. 2-5, 1936
A. K. Getman	Dec. '36 to Dec. '37	N. Y.	Baltimore, Md. Dec. 1-4, 1937
Thos. Quigley	Dec. '37 to Dec. '38	Ga.	St. Louis, Mo. Nov. 30-Dec. 1-3, 1938
Ralph H. Woods	Dec. '38 to Dec. '39	Ky.	G. Rapids, Mich. Dec. 1-9, 1939
Robert O. Small	Dec. '39 to Dec. '40	Mass.	S. Francisco, Calif. Dec. 10-18, 1940
L. R. Humphreys	Dec. '40 to Dec. '41	Utah	Boston, Mass. Dec. 10-13, 1941
John J. Seidel	Dec. '41 to Dec. '42	Md.	Toledo, Ohio Dec. 2-5, 1942
Fred A. Smith	Dec. '42 to Dec. '43	Ark.	Chicago, Ill. Dec. 11-18, 1943
J. A. McCarthy	Dec. '43 to Dec. '44	N. J.	Philadelphia, Pa. Dec. 1-9, 1944
M. D. Mobley	Dec. '44 to Feb. '46	Ga.	Buffalo, N. Y. Feb. 1-9, 1946
C. L. Greiber	Feb. '46 to Dec. '46	Wis.	St. Louis, Mo. Nov. 29, Dec. 1-7, 1946
F. Fallgatter	Dec. '46 to Dec. '47	Iowa	Los Angeles, Calif. Dec. 14-19, 1947
J. A. McPhee	Dec. '47 to Dec. '48	Calif.	Milwaukee, Wis. Nov. 26-Dec. 1-4, 1948
E. L. Williams	Dec. '48 to Dec. '49	Tex.	Atlantic City, N. J. Dec. 3-10, 1949
Frank Moore	Dec. '49 to Dec. '50	Ohio	Miami, Fla. Dec. 1-4, 1950
H. G. Fetterolf	Dec. '50 to Dec. '51	Pa.	Minneapolis, Minn Nov. 23-30, 1951
Harry Schmid	Nov. '51 to Dec. '52	Minn.	Boston, Mass. Dec. 1-5, 1952
M. Creighton	Dec. '52 to Nov. '53	Va.	Chicago, Ill. Nov. 19-27, 1953
Mark Nichols	Dec. '53 to Dec. '54	Utah	S. Francisco, Calif. Nov. 29-Dec. 1-7, 1954
C. E. Stanley	Dec. '54 to Dec. '55	Neb.	Atlantic City, N. J. Dec. 5-9, 1955
J. F. Ingram	Dec. '55 to Dec. '56	Ala.	St. Louis, Mo. Dec. 3-7, 1956

"We praise the men of action whose leadership has assured vocational education of recognition as a truly great phase of democracy's educational system. We hold dear the dates of the great events which were milestones in our progress. We respect the vigor with which our leaders have fought for those principles which have been proved correct—have fought for all that is important and noteworthy. To the future of vocational education, the most important record is the story of those principles and how they evolved." *The Development of Vocational Education*, by Layton S. Hawkins, Charles A. Prosser, John C. Wright. American Technical Society, Chicago, 1951.

50 Years of Progress in Vocational and Practical Arts Education

Professor Mays, a noted educational writer, served as Head of the Industrial Education Department, University of Illinois, from 1921 until 1952, when he retired.

Born in Round Rock, Texas, July 25, 1887, he earned his BS at Peabody in 1918 and his MA at Peabody in 1924. From 1905-'09 he was a high school teacher in Texas. From 1909-'20 he served as Head, Department of Industrial Education, Sam Houston Normal Institute in Texas. He was Director of Vocational Education, Camp Travis, USA, 1920-'21.

At the University of Illinois he was first an assistant professor. From 1921-'27 he was associate professor. He is a past vice president of the AVA and he also served for some time as a member of the AVA Committee on Research and Publications.

By ARTHUR B. MAYS

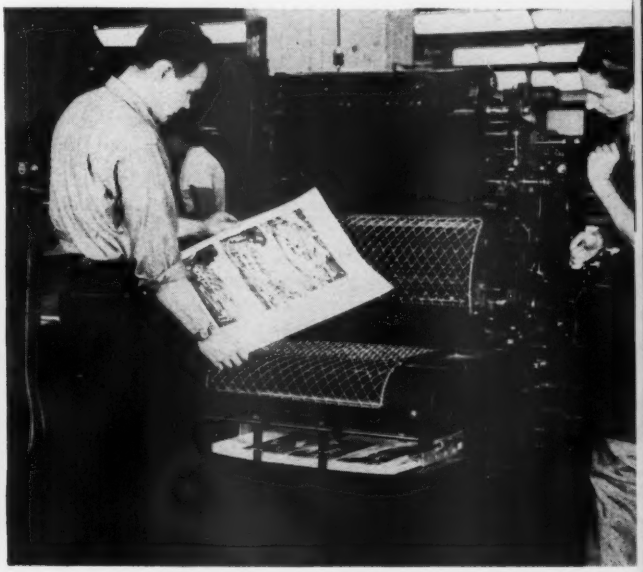
Arthur B. Mays

THE GROWTH OF THE program of vocational and practical arts education in the schools of the nation has been one of the most remarkable developments in American life during the past 50 years. That such a program was established, and that it was inaugurated during the first decade of the twentieth century was an inevitable outgrowth of the tremendous expansion of industry, business, and agriculture during the years immediately following 1860.

Never before in history was so great an economic expansion experienced by any nation during a like period of time. Population increased from 31,443,321 in 1860 to 91,972,266 in 1910. The number of wage earners engaged in manufacturing increased sevenfold during the same period, and approximately 27 million immigrants entered the United States.

Mass movement to the west after 1865 created a serious labor shortage in the more heavily populated central and eastern states where industry and business were rapidly expanding and the demand for farm products was unprecedented because of fast growing industrial cities. These conditions prompted the government to encourage industry to bring in great numbers of European laborers and skilled mechanics. The most urgent need of the rapidly growing manufacturing and con-

Old and New. Below is a 1919 photo, Baltimore, Md., showing students preparing for the printing trade. At right is a 1956 version of the same situation—boys working with color offset presses at the Los Angeles Trade and Technical Junior College, Calif.



structing industries was for skilled craftsmen, but no adequate means of training existed. The traditional apprenticeship had declined to an alarming extent, and the public schools did not regard offering vocational education as a part of their obligation to society. Industry was forced, therefore, to look to the training schools and guild apprenticeships of Europe to supply the needed skilled workers.

FIRST STEPS

By 1906 the shortage of skilled industrial workers had become so critical that the progressive leaders of American economic, political and social life were forced to attempt a solution of the problem. The manual training movement that had its beginning in the late 1870's and early 1880's had spread rapidly in the secondary schools. While many thought it would meet the needs of industry, its theoretical basis and educational purposes were those of general rather than vocational education. It became evident by 1906 that it could not be the means of supplying industry with trained mechanics. The famous Douglas Report of Massachusetts in 1906 had stirred the public interest in the problem of providing adequate *vocational* industrial education. That report was the spark that lighted the fires which were to produce, 11 years later, a federally fostered national program of vocational education.

In the same year in which the first of the two Douglas reports appeared, two men of initiative and great vision—Professor Charles R. Richards, Professor of Manual Training in Teachers College, Columbia University, and Dr. James Parton Haney, Director of Art and Manual Training, New York City schools—called a meeting of educators and civic leaders at the Engineering Club in New York City to discuss the critical problem of supplying industry with trained workers. Thirteen men attended and planned a second meeting for November 16, 1906. At the November meeting it was agreed that "a deep and widespread interest in industrial education prevailed throughout the country." About 250 persons were present, "among them prominent business men and educators from New York, Chicago, Boston, Philadelphia, Buffalo, Cincinnati, and Milwaukee; also from Springfield, Illinois; Raleigh, North Carolina; and Menomonie, Wisconsin. Many smaller cities of New England and middle eastern states also were present." [1] At this meeting the National Society for the Promotion of Industrial Education – soon to become the organization that laid the foundations of the modern American program of vocational education—was born. Through the efforts of the Society the people were led to support federal legislation designed to promote and foster a nationwide program in the public schools. Its leaders guided the formulation of the basic statute, popularly known as the Smith-Hughes Law.

Old and New. Above, a disabled soldier in 1920 learns 'scientific and up-to-date' farming methods, Mooseheart Institute, Ill. The program devoted two-thirds of students' time to classroom study; one-third to practical work. At right, a Bridgeton, Ill., vo-ag student, 1955, takes soil samples; instructor helps.

Two other vital areas of vocational education, agricultural education and homemaking education, were drawn into the rapidly expanding movement. These strengthened the organization and led later to changing the name from the National Society for the Promotion of Industrial Education to The National Society for Vocational Education. The early leaders and enthusiastic supporters of the National Society were some of the most outstanding men and women of the nation in government, business, industry, agriculture, labor, and social service.

EARLY CONTRIBUTIONS

Among the many noteworthy activities of the National Society three are of special interest.

First was the remarkably effective promotional program conducted under the leadership of Dr. Charles A. Prosser. Newspaper reports, editorials, signed articles, and news items about vocational education appeared in the press throughout the country. Over those years, also, highly qualified speakers who urged a national program of vocational education appeared before commercial, labor, agricultural, and civic organizations.

Second, cities joined with local groups in conducting industrial surveys that proved to be a most important contribution to education. Vocational educators led the way to the practice of basing local programs of education upon carefully ascertained facts concerning local needs. The inherent nature of vocational education requires that local and state programs must be built upon known needs, rather than upon generally accepted educational theories alone. This was a new approach to curriculum and course construction. At the Grand Rapids convention in 1913," Dr. Prosser recommended that they provide the funds for conducting a local survey to find out the all cities asking for the 1914 convention be required to meet all the same conditions as were met by the city of Grand Rapids, and in addition that possibilities for vocational education in the community. Such a survey would be undertaken as a 'type study for the country' and should be under the joint auspices of the local board of education and the National Society." [2] The first survey, conducted in Richmond, Virginia, proved to be a most interesting and worthy type study for the country. Other notable surveys that followed constituted important contributions to the administrative practices of vo-

[1] Hawkins, Layton S., Charles A. Prosser, John C. Wright. *Development of Vocational Education.* Chicago. American Technical Society, 1951. p. 63.

[2] Struck, F. Theodore. *Foundations of Industrial Education.* New York. John Wiley and Sons, Inc. 1930. pp. 107-108.

cational education, and to the effectiveness of state and local programs.

Third was the publication, under Dr. Prosser's editorship, of a series of bulletins designed to express the need for an effective program of industrial education. They explained the purposes and values of different types of courses and schools, such as fulltime trade schools, evening schools, continuation schools, and apprentice training. There was general recognition of the need for a program of industrial education, but little knowledge of the kinds of courses and schools that would be most effective. Dr. Prosser's bulletins served to clarify the thinking of educators and the public with reference to the differences that early arose between organized labor and employers over the development of trade schools. Both recognized the need, but labor feared an over-supply of trained mechanics unless it exercised some control over the industrial schools and programs to be established. General educators opposed the introduction of vocational courses in established public schools.

The tremendous effort that had been put forth culminated in the President's appointment of the 1914 Commission on National Aid to Vocational Education. The Society assisted many of the states in preparing, drafting and passing bills for the promotion of vocational education based on principles later embodied in the Smith-Hughes Act.

In 1910 the National Society brought to this country the famous Dr. George Kerschensteiner, Superintendent of Schools in Munich, Germany. Dr. Kerschensteiner, in cooperation with the Munich trade guilds, had developed a system of continuation schools that had attracted attention of educators and leaders of labor and industry throughout Europe and to some extent in the United States. Dr. Kerschensteiner's address at the Boston convention of 1910 was important to clearer thinking on the whole problem of vocational education. It pointed the way to cooperative efforts of labor, employers, and the public schools. Later the National Society published the program in four notable bulletins under the titles of the four major topics of the convention program: *Trade Education for Girls, Apprenticeship and Corporation Schools, Part-time and Evening Schools,* and *The Social Significance of Industrial Education.*

The splendid work of the National Society in informing the public about the need for a national program of vocational education, and in making clear the most desir-

Old and New. Above, the home economics laboratory in 1923 had little in equipment other than sewing essentials, long work tables.

Above, a routine feature of today's home economics departments are full length mirrors for fittings.

Girls today have fine career opportunities in practical nurse training. Photo at left shows the clinical service area of the practical nurse training program at Baton Rouge Trade School. Baton Rouge General Hospital facilities are used for training.

Since 1930, Putnam Technical School, Putnam, Conn., has conducted a course of instruction for airframe and power plant mechanics for the aviation industry. This is one example of vocational education's typical adaptation to modern training requisites in the schools.

able means of meeting that need is one of the most outstanding achievements in constructive publicity in the entire history of education. All earlier efforts of the National Society, however, were pointed toward obtaining sound federal legislation designed to promote and foster a nationwide program of vocational education that would serve the needs of all the youth of the nation and contribute to the advancement and welfare of the economic and social institutions of the whole people. Much credit is due the leaders of the National Society for their caution and wisdom in dealing with the numerous early proposals for federal legislation. It is clear, now, that they were in no sense mere opportunists, but that they were looking far ahead with the one dominant thought: "What, in the years to come, will be best for the welfare of the nation and all its citizens?"

EXPANSION OF THE PROGRAM

While it is true that in 1906 the area of vocational education demanding the greatest public interest was industrial education, there was a growing demand for agricultural education in the public schools. Both "commercial education," as it was then known, and homemaking education were rapidly developing as part of the secondary school curriculum. The importance of these areas of vocational education was early recognized by the National Society, and the agricultural forces of the nation played a vital part in obtaining federal legislation to aid the states in developing programs of vocational education.

At the 1912 convention of the National Society an extended "statement of principles and policies in state legislation for vocational education," after defining the terms vocational education, industrial education, agricultural education, commercial education, and household arts education, stated:

"Vocational schools include all agricultural, industrial, commercial, and household arts schools when their main purpose is to fit individuals for useful occupations and when they deal with pupils above 14 years of age and below college grade."[3]

It was most fortunate for the future of vocational education in the United States that the leaders who, at first, were primarily concerned with meeting the need for industrial education were able early in the history of the movement to enlarge their vision and include in their plans provisions for the whole field of vocational education of less than college grade.

In view of America's amazing social and economic developments of the past 50 years it would have been a serious mistake if any of the major areas of vocational education of less than college grade had been neglected. A great nation does not progress piecemeal, but rather, when all parts of the social and economic structure grow with equal pace. Only when all its elements are strong is a nation really strong. America's strength is due in large part to the fact that opportunities for general education, vocational preparation, and occupational achievement have been afforded to all classes and conditions of the people. Before the inauguration of a national program of vocational education few of the youth of the nation had access to school training designed to prepare them for successful occupational achievement.

Through the years the American Vocational Association and its parent organizations have, with pride, guarded and promoted vocational training opportunities for all the people who need and can profit from them.

Training in electronics is another important phase of today's vocational programs.

Throughout the half century from 1906 to 1956 the national program of vocational education has made continuous progress.

During the years 1918 to 1929 industrial education gave emphasis to the general continuation school. In some of the predominantly industrial states most of the federal and state funds for the trades and industries program were used by the general continuation schools. These schools performed a most important work in the education and training of children who had dropped out of the full-time school and found employment in stores, offices and factories. State laws varied in their requirements for school attendance, but eight hours per week was usually stipulated for all such children between the ages of 14 and 16. For the group from age 16 to 18 the work offered was more specifically vocational in character.

[3] Hawkins, Layton S., Charles A. Prosser, John C. Wright. *Development of Vocational Education*. Chicago, American Technical Society, 1951. p. 54-55.

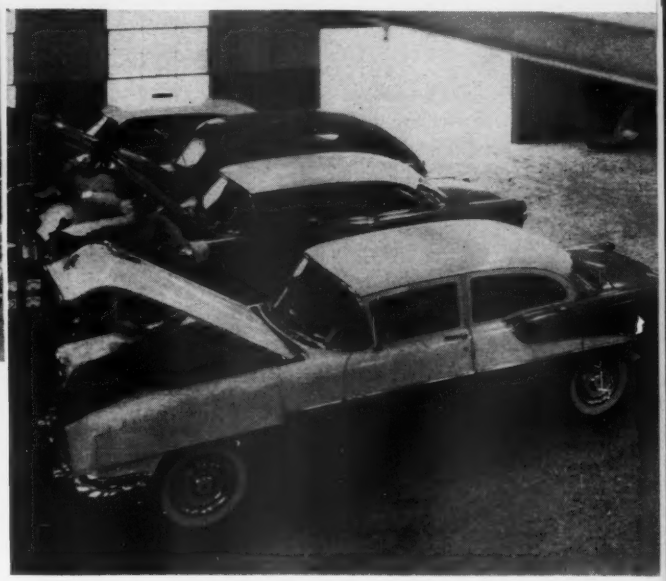
The demand for the continuation school was diminished because of the depression, opposition to child labor and the desire of youth to remain in full time secondary schools.

Other changes in this area of vocational education were: an increased emphasis on trade extension classes, evening schools, and a new emphasis on full time, unit trade courses. Today there is an emphasis on technical training and the need for area schools for youth without local training opportunities.

signated as Agriculture I, II, III, and IV. For each year material is used from all the traditional divisions of the field. Also integrated are the three elements of the program—supervised practice, class instruction and the boy's participation in the Future Farmers of America. These are significant elements of the remarkable expansion and increasing effectiveness of vocational agricultural education during the past 50 years.

Vocational agricultural education

term home economics has indicated the greatly enriched and enlarged program of education and training. To keep pace with the needs of the modern home and the occupations outside the home for which the home economics courses can appropriately prepare girls and young women, many new types of offerings have been developed. Instruction in the sciences underlying successful homemaking training in the intelligent selection and consumption of the products and services now have



Old and New. Circa 1920, veterans applied themselves to learning the trade of auto mechanics at the Milwaukee Continuation School, Milwaukee, Wisconsin, in surroundings that differed in every respect from today's shop. At right 1956 students do general repair in the North Georgia Trade and Vocational School's auto mechanics training shop. This trade is one of fifteen taught at the North Georgia area school.

AGRICULTURAL EDUCATION

Many changes have occurred to meet the rapidly changing agricultural conditions of the nation. The mechanization of farms, the requirement of large investments of capital to start farming, and the demand for training in modern marketing practices have required a broadened and enriched program in agricultural education of less than college grade. More emphasis on the study of farm mechanics and business procedures has become important. Part-time or young farmer classes, day unit schools or classes, evening or adult farmer classes, and all day classes have resulted from the changing agricultural situation.

Important changes have also been made in the organization of the curriculum in the secondary schools. The traditional practice of grouping subjects as crops and soils, animal husbandry, farm mechanics, and farm management has been changed in most schools to what is usually de-

has been particularly fortunate in the quality of leadership developed within the field. Progress in any field of education depends primarily upon the quality of the intellectual leadership that produces the books and conducts necessary research for teachers and administrators. Since the organization of the vocational program under the provisions of the Smith-Hughes Law, there has been consistent growth both in quantity and quality of the literature and the scientific research of vocational agricultural education. These contributions together with the highly effective teacher education programs that have developed in state colleges and universities, have been a major factor in the success of agricultural education in the public schools.

HOME ECONOMICS EDUCATION

In the area of homemaking education the situation has changed dramatically during the past 50 years. Known earlier as domestic science and domestic art, the broader

emphasis. Perhaps the most notable change has been the increased attention to family relations and the understandings that make for happy, effective homes under the stressful conditions of modern social and economic life. Closely related has been the growing interest in child development and the nursery school as appropriate aspects of the home economics program. It is not too much to say that the changes in the homemaking education program during the past 50 years have been revolutionary.

Expansion at the secondary school level has produced a broadened program of teacher training in home economics and in the college curricula for this field. Remarkable advances have been made in research, especially in the area of improving the program at the high school level. In recent years teacher training departments have done outstanding work in developing procedures for the evaluation of secondary school instruction in home economics.

Distributive education provides training in retail, wholesale and service occupations. Above, a student is on the job, preparing for a retail service career.

At the North Dakota State School of Science, Wahpeton, a student tests a rewiring job in the electrical shop.

BUSINESS EDUCATION

While business education in the United States started in the American colonies in the 18th century, until recent years it has been extremely narrow in scope. The complexities of modern business, however, have produced the same sort of enlargement that characterizes the developments in the other major vocational fields. The early development in this country of the private business college retarded the growth of public school vocational courses of the types needed by youth entering modern business. The reluctance of commercial teachers in the public schools to regard their work as vocational education rather than as cultural education also served to retard the development of an adequate program of genuinely vocational business education in the public secondary schools.

A great impetus to the improvement of this area of instruction in the schools resulted when federal funds were made available for distributive education and for the partial reimbursement of the states for salaries of distributive education supervisors, after 1936. Since then much progress has been made; but much yet needs to be done to provide in more of the public schools the type of education that employment in modern business requires. The magnitude of the problem was impressively shown in the list of 12 major needs published in the U. S. Office of Education bulletin, *Vocational Education in the Years Ahead.* This list showed the kinds of vocational business education that business would need during the years following World War II. Some of these 12 needs have since been met, at least in part.

Many vocational leaders have felt that business education should have the same federal financial aid that is provided for other major areas of vocational education, but to the present it has not been obtained. The American Vocational Association has been actively engaged for many years in promoting the growth and improvement of business education.

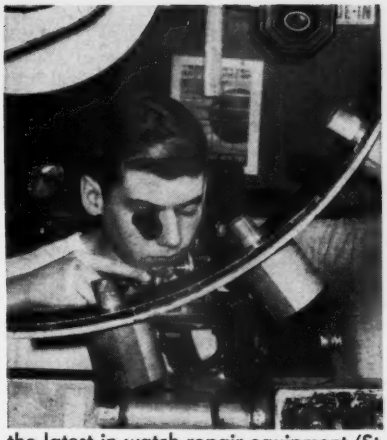
DISTRIBUTIVE EDUCATION

A significant phase of the national program of vocational education that has grown rapidly during recent years is the training provided for those engaged in retail, wholesale and service occupations. The movement for this type of business education had its beginning as an organized school activity in 1905 under private auspices. It began as an effort to solve an urgent business problem. Traditional informal and haphazard methods of training salesmen without any organized instruction were inadequate for the constantly changing and expanding distributive function of modern business. Organized instruction was almost wholly neglected in the public school courses; and it became evident to vocational leaders, early in the history of the national program, that this constituted a serious defect in the total program. Early impetus was given to efforts to meet the need for what came to be known as "distributive education" by an interpretation of that part of the Smith-Hughes Act dealing with the general continuation part time school. This ruling of the Federal Board for Vocational Education, made in 1919, permitted courses in retail selling to be given to pupils employed in stores. In 1931 a modification of the ruling permitted the organization of part time cooperative classes for employed youth.

From the beginning of the movement for a national program of distributive education, one of the most difficult problems was the obtaining of an adequate supply of properly trained teachers and teacher-coordinators. The success of distributive education is peculiarly dependent upon the training, tact and ability of the teacher-coordinator. He not only has to possess considerable administrative ability, but he needs to be exceptionally skillful in public re-

The modern welding shop is another important training center in today's program.

Surveying (H. Fletcher Brown Vocational High School, Wilmington, Delaware) and



the latest in watch repair equipment (St. Paul Area Vocational School, Minn.).

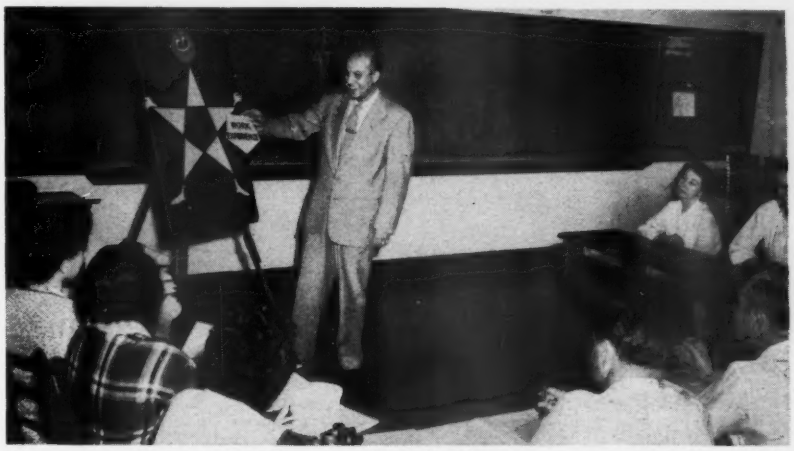
Maui Technical School, Hawaii, students fabricate a steel sink in their shop.

lations. This combination of qualities is unfortunately rare.

Qualified personnel for this important position of leadership, however, can be trained, and early in the history of the program efforts were made to provide such training. As the work expanded, several universities undertook the preparation of teachers and coordinators of distributive education, but there was little uniformity in their procedures. Since much of the industrial work is adult extension education, in-service teacher training was offered to qualified store executives and other experienced sales persons as a means of preparing teachers for certain phases of the program. The George-Deen Act of 1936 authorized annual appropriations for distributive education. In 1937 a special staff in the Vocational Division of the U. S. Office of Education was appointed to develop training in this field. Great improvement in both teacher training and other phases of the national effort resulted.

With the passage of the George-Barden Act of 1946 the program of distributive education began to expand. Since then this area of vocational education has grown to a position of major importance. There have been difficulties to overcome in local, state and regional situations, but progress has been continuous.

Starting in the early years chiefly as a means of training retail sales persons, this program has expanded to serve the whole range of distributive occupations. An expansion in the number and types of courses and classes has kept pace with changes in the distributive phases of modern business. Success in this field has contributed much to produce "an increasing awareness on the part of



Distributive education coordinators take full advantage of summertime to study at Ohio State University where Wm. B. Logan illustrates flannel board usage.

industry, business, and government of the important role distribution plays in keeping our economy sound. In turn, the realization that distributive outlets need trained workers has resulted in a vastly increased interest in the services of distributive education".[4]

An important characteristic of distributive education has been the necessity for rapid adjustment to changing local business conditions. This has been a major element in the success of the program. The constantly shifting economic situation necessitates frequent business surveys and other types of research by those responsible for the administration of the program. Close cooperation with business exists in its instructional activities. Continuous investigation, and the readiness with which local plans are made to adjust to changes make distributive education one of the most interesting and effective phases of vocational education.

The development of the non-vocational practical arts education during the past 50 years has been phenomenal both in magnitude and quality. The major development has occurred in industrial arts education. Manual training, later called manual arts and now industrial arts, was well established long before the beginning of the vocational education movement in 1906. Manual training, born in this country in 1880, spread rapidly in the high schools. In the early years of the vocational movement, influential leaders thought it necessary to destroy manual training, which they referred to as "pseudo-vocational education," because the public generally regarded it as vocational education. Many manual training teachers, as a matter of fact, thought of their work as largely vocational in its values and

[4] U. S. Office of Education, Division of Vocational Education. Digest of Annual Reports of State Boards for Vocational Education. 1954.

outcomes. The attacks on manual training created an unfortunate antagonism between the two areas of practical education that has not yet fully disappeared. It has become increasingly clear, however, that the industrial arts courses and the vocational industrial courses belong to different grade and age levels, and there is no real basis for either competition or antagonism.

During the past 50 years the character of industrial arts education has changed greatly with respect to content and method. Courses have been enriched with technical and industrial information and increased attention to design and modern construction processes. While it is clearly a vital phase of general education in an industrial society, industrial arts' content and procedures are closely related to vocational industrial education. This relationship is largely responsible for the establishment of the Industrial Arts Division of the American Vocational Association with a vice president for industrial arts sitting as a member of the AVA Executive Committee.

Non-vocational courses established in other areas of practical education have made comparatively little progress. The clearest recognition of the need for such courses in areas other than industrial education has been in agricultural education. Some of the most influential leaders in that field have strongly urged the establishment of courses in general agriculture for boys who do not expect to become farmers but who will be voters and consumers. There is a need for non-vocational practical arts courses for all boys and girls in all the major vocational areas as a part of a well rounded general education, designed to prepare for efficient living in this country of a constantly expanding economy and increasingly complex social and political way of life.

VOCATIONAL GUIDANCE

Vocational guidance is another important development of the preceding half century so intimately related to vocational education that it requires attention in any account of the program's progress since 1906.

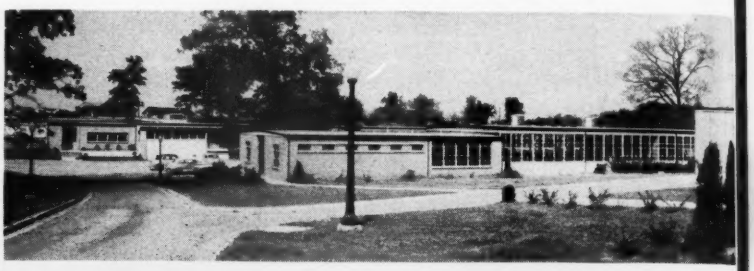
From the very beginning of the vocational education movement in the United States, leaders have been concerned with the problem of aiding youth in their choices of vocations and of schools and courses that prepare for the vocations. Vocational leaders of the earlier years regarded the separation of the vocational guidance movement from the vocational education movement as most unfortunate. Many early leaders most concerned with the need for vocational guidance were the men engaged in industrial education. The multiplicity of trades and other industrial occupations and the many unforunate mistakes made by boys in choosing a vocation were the primary reasons for their concern.

It is noteworthy that the first college courses offered in vocational guidance in several of the leading state universities were taught by the professors of industrial education. These men were primarily interested in the specific areas of counseling by those qualified from an intimate knowledge of the occupation; in providing accurate and understandable occupational information; and in helping graduates and drop-outs to find suitable employment. As the testing field developed, usable tests were welcomed as an aid to counseling. Wise counseling, based on accurate occupational information and satisfactory placement, was stressed.

Gradually, the enthusiasm among educators for specific vocational guidance somewhat diminished in favor of the whole life concept of the individual, including personality development, social adjustment, emotional behavior and intellectual development. The result of this change has somewhat retarded the progress of specific vocational guidance in the secondary schools insofar as giving practical aid in choosing a vocation is concerned.

In some schools, the personnel in charge of the guidance program are men who are trained in some phase of vocational education and who have had useful occupational experiences. Such guidance persons work in close cooperation with the vocational teachers, thereby contributing to the development of effective, specific vocational guidance.

Important developments have included the employment of vocational guidance specialists by state boards of vocational education. These state supervisors have strengthened pro-



Vocational schools run the gamut in design, size, offerings. Above, l., the North Carolina Vocational Textile School, where training is offered in the state's biggest industry. Above, top, is a roadway view of shop buildings, State Vocational Trade School, Birmingham, Alabama. Below this is shown one of Hawaii's four area plants—Kauai Tech School.

grams of vocational guidance in the secondary schools. The prevalence of scientific research of high quality during recent years has also strengthened the program of vocational counseling.

RESEARCH

One of the most important developments in vocational and practical arts education during recent years has been the growing interest in and emphasis on research. In 1938 the American Vocational Association authorized the appointment of a research committee, to engage in needed research that was concerned with the overall field of vocational and practical arts education, and to encourage and foster research in the states and in the several specialized divisions of the Association.

The AVA Committee on Research and Publications began at once on a series of projects. Through publications suggesting projects needing study and through participating in convention programs dealing with research, it has done much to stimulate interest in this vital area. While vocational education had fallen far behind other important phases of education in its research activities, today research is generally regarded as an integral part of the program.

One other influence that has been especially effective in developing research activities has been the growth of strong graduate divisions of vocational and practical arts education in colleges and universities. The volume of master's and doctor's theses in this area of graduate study is large and steadily increasing.

State departments of vocational education have also been increasingly active in promoting and participating in research projects. No development during the past 50 years is of greater significance for the future of the program.

LITERATURE

In 1906 there were few books dealing with the non-vocational type of industrial education and practically nothing of importance in the area of specific vocational education. Early teachers and leaders were indeed pioneers. They had to think their way through the problems confronting them without the aid of authoritative writing of men and women of mature scholarship and experience. Authors for this field of education had to be developed by the field itself. One of the most inspiring aspects of the whole movement is the quality and volume of authoritative literature that has been and is being produced by leaders and teachers.

Fortunately the few books available 50 years ago, scholarly and sound, set the pattern for those to follow. Today this field can point with pride to its contribution of books for American education. But the production of books has been only a part of the important achievements in developing a literature for vocational and practical arts education. The U. S. Office of Education, the American Vocational Association and its parent organizations, universities, state departments of education and many qualified individuals have published a veritable flood of valuable and influential bulletins, pamphlets and magazine articles. Many of these are reports of important research findings.

Over the years the field has profited from a number of high quality organization journals issued by both state and national associations. Excellent magazines, published by private corporations, have been devoted exclusively to practical arts and vocational education. No field of education has been better served by its journals, and their influence on the progress of this area of education has been far flung.

The AMERICAN VOCATIONAL JOURNAL, now in its 32nd year as the official publication of the AVA, has published many authoritative articles.

EARLY CONTROVERSIES

No historical sketch of the development of vocational education in the United States since 1906 would be informative without some reference to a controversy that arose shortly after the passage of the Smith-Hughes law. Leaders thought that vocational education would develop faster and more effectively if it were administered by fully sympathetic boards and administrators. General educators were alarmed over the prospect of what they called a "dual system" of education—with each area independent in tax support and management. They insisted that the "unit system" was the only democratic scheme of organization.

The Smith-Hughes law provided a federal vocational education board in Washington to administer the law. If federal aid was received, states were required to set up a specially designated vocational education board to administer the program. An existing educational board could be used as a state vocational board. At least one state had for some years operated the vocational program under a "dual system" of control both locally and at the state level. Outstanding in quality and effectiveness, this type of program was pointed to as a shining example of the desirability of the "dual system."

A notable conflict occurred in Illinois. The Commercial Club of Chicago prepared a bill under the able guidance of Dr. Edwin G. Cooley, former superintendent of the city schools of Chicago, to provide for a separate system of vocational schools in Illinois. The Commercial Club had sent Dr. Cooley to Germany in 1910 to study vocational schools, and again in 1913 to study the schools of other European countries. Dr. Cooley was impressed. He returned to the United States to write two important books on his observations. Convinced that a dual scheme of administration was the way to develop a sound program, he insisted that a separate system of vocational schools would in no sense be in competition with the general education system since it would be concerned only with the drop-outs and graduates of the established program.

Shown in session in Washington, is the House Subcommittee that handled appropriations for the Departments of Labor and Health, Education and Welfare, 1956. L. to r.: Ben F. Jensen, Iowa; T. Millet Hand, N. J.; John Taber, N. Y.; Robert Moyer, Clerk; John E. Fogarty, R.I.; Chairman; Antonio M. Fernandez, N. M.; Henderson Lanham, Ga.; and Winfield K. Denton, Ind.

The controversy in Illinois attracted attention throughout the nation, and educators in other states were quick to enter the fray. Dr. John Dewey wrote an article strongly opposing the passage of the bill. Dr. Cooley answered Dr. Dewey in a clear defense of the dual system. Eugene Davenport, at that time Dean of the College of Agriculture in Illinois, also opposed the establishment of a "dual system" of education.

Leaders in vocational and practical arts education and general education in Illinois were sharply divided in their opinions. Deciding that they did not know what to favor if the educators could not agree, state legislators proceeded to kill the bill. Since then, little has been heard of the "dual system" vs. the "unit system." In 1935, the Federal Board for Vocational Education was abolished.

Another controversy centered in the appropriation of federal funds for the promotion and aid of vocational education. Leaders in the field of general education insisted that it was unfair and an unsound policy to provide special financial aid for one phase of public education. Vocational leaders, arguing that their field had been neglected in the allocation of school funds through the years, believed the only way to meet the urgent need for such education was through special financial aid. Some general education leaders, particularly during the early years following the passage of the Smith-Hughes Law, strongly opposed all federal aid to schools on the grounds that public education is a state and not a federal function. This group also objected to any federal control of funds spent in the states for vocational education. Such disagreements have gradualiy ceased to attract attention. State and federal educational agencies today cooperate effectively. The revolutionary changes in the economic and political life of the nation since the 1920's have served to lessen the significance of concepts that earlier were classified as vital.

FIFTY YEARS OF CHANGE

The AMERICAN VOCATIONAL ASSOCIATION and its parent organizations have been, through the past half-century, the major force responsible for the remarkable growth of the national program of vocational education. These organizations have provided the inspiration and the necessary machinery for implementing the aspirations and the expansion projects of the leaders in the field. They have protected and fostered the development of programs administered by state and federal agencies. They have supplied the guidance and leadership.

Fifty years of change are dramatically reflected in programs planned for AVA's annual conventions. Unchanged however, is the necessity for arranging multitudinous details. Here, in 1937, the Committee for the 31st Convention, Baltimore.

Vocational education in the United States has established a record of continuous growth and achievement that is without parallel in American educational history. A unified, national organization of great strength and influence guaranteed this unique accomplishment.

Since 1926 the AVA has grown in membership, in national recognition and in effectiveness. Members of the National Congress, through the years, have expressed their admiration for its methods of operation and its achievements.

The AVA has maintained friendly relationships with many important national organizations, occasionally cooperating in the accomplishment of worthy undertakings affecting the general welfare. AVA's success in obtaining favorable federal legislation for the vocational education interests of the nation has attracted wide attention; but that has been only one phase of an active program of work. It has served as a "clearing house" for ideas, problems and proposals. Through outstanding annual convention programs it has provided inspiration, guidance, and instruction for the entire field of vocational and practical arts education. Through convention activities it has contributed much to the development of new leaders. Through committee activities and publications it has exerted great influence upon thousands of teachers, supervisors and administrators; and through them it has reached tens of thousands of youthful and adult students.

The vital work of the Federal Board for Vocational Education and its successor, the U. S. Office of Education, is known to everyone engaged in vocational education. The state boards for vocational education have also played an essential role in the development of the national program of vocational education. Important accomplishments would have been seriously impeded, however, had it not been for the unfailing cooperation of the AMERICAN VOCATIONAL ASSOCIATION. Such an organization, without official government connections and therefore unhampered by political considerations, was essential for the continuing progress of the responsible government agencies. Support of federal and state vocational activities has been, throughout the life of the national program, one of the most significant functions of the AVA and its parent organizations.

AVA has achieved its successes through democratic procedures. Its leadership has been representative of every phase of vocational and practical arts education and of every corner of the nation. Strength and continuing vitality stem chiefly from these characteristics. Throughout its history, AVA has been exceptionally fortunate in the loyalty and efficiency of the central office staff in Washington, and in the outstanding ability, wisdom and leadership of its distinguished executive secretaries.

(continued on page 105)

50 Years of Progress in Agricultural Education

H. M. Hamlin

R. E. Bass

George P. Deyoe

By H. M. Hamlin

VOCATIONAL education in agriculture, in some form, has always been a part of American life. The first colonists were taught by friendly Indians to raise corn and other crops. Throughout the 168 years before a national government was established, there was, of necessity, great stress upon teaching young people to work. Trades were taught through formal apprenticeships; fathers were held responsible for teaching their sons to farm.

An agricultural school for orphans was established in Georgia in 1734 or shortly thereafter. A similar school, the Bethesda School in Savannah, Georgia, was founded in 1740. A private school at Gardiner, Maine, offered agricultural education in 1821, the year in which the first public high school was established.

Teaching agriculture in public schools of less-than-college grade apparently began in certain elementary schools in Massachusetts in 1858. Teaching agriculture in a public secondary school seems to have begun at Elyria, Ohio, in 1902. An agriculture teacher was employed by a public school in Carroll County, Georgia, in 1903.

Groups, later to develop into 4-H Clubs, began in 1900. They received much of their initial impetus from county and local school superintendents in Illinois, Iowa, Mississippi and Ohio and, indeed, were conducted

Prof. Hamlin is Chairman, Division of Agricultural Education, College of Education, University of Illinois.

* * *

The following reviewed Dr. Hamlin's manuscript and provided comments prior to its final revision:

Dr. Carsie Hammonds, Chairman, Division of Vocational Education, College of Education, University of Kentucky, Lexington;

Donald Meaders, Agricultural Education Consultant, Office of Vocational Education, Department of Public Instruction, Lansing, Michigan;

Mark Nichols, Utah State Director of Vocational Education; Salt Lake City.

James H. Pearson, Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C.;

Prof. S. S. Sutherland, Chairman, Department of Education, College of Agriculture, Davis, Calif.

Photos were supplied by J. C. Coggin, N. C.; George P. Deyoe, Ill.; the Future Farmers of America; Ralph J. Woodin, O., and the Illinois State Board of Vocational Education.

Dr. George P. Deyoe, Professor of Agricultural Education, University of Illinois, and American Vocational Journal Editor for Agricultural Education, coordinated the various phases of the preparation of this history.

R. E. Bass, Virginia State Supervisor of Agricultural Education is AVA Vice President for Agricultural Education.

The Illinois Board of Vocational Education's historical files disclose boys in farm shop classes repairing harness when horses were a primary source of power.

through the schools during their early years.

THE NATIONAL PROGRAM

In some states, emphasis was upon agricultural training as part of a general education for all; or it was provided for rural boys and girls, and other pupils were admitted to classes. A few states set precedents on which was based the national program of vocational education in agriculture, which began in 1917. Notable among these were Georgia, Louisiana, Massachusetts, Minnesota, New York and Wisconsin. Many schools, in these states and elsewhere, provided agricultural education primarily for farmers and prospective farmers; supervised practice was stressed; instruction was available to young and adult farmers as well as to school-age children and youth; and instructors were employed year-round. By 1916, the number of public high schools teaching agriculture had risen to 3,181.

PUBLIC POLICY

The first action to provide agricultural education of less-than-college grade at public expense and under public control was thus taken by local school districts. Later, the states aided its development. The first bill proposing national aid was introduced in Congress in 1907. The Smith-Hughes Act, providing aid for vocational education in agriculture, trades and industries and home economics became law Feb. 23, 1917.

The early debates about public sponsorship of agricultural education had centered upon whether farmers could adequately instruct their sons. As the experiment stations and the United States Department of Agriculture began to evolve new farming information through research, this issue died, because the farmers themselves did not have the information they needed to pass on to their sons. But another critical issue remained unresolved: Is providing agricultural education in the public interest, or does it only benefit individuals? The answer given generally is that the public should provide it, for the farmers are not likely to provide it adequately for themselves, and the public suffers if it is not provided. Much sentiment for the Smith-Hughes Act emanated from city groups, interested in abundant food, clothing and shelter at reasonable costs, but also concerned for the farmers' welfare.

THE SMITH-HUGHES ACT

Evolution of the Smith-Hughes Act is an excellent example of the development of public policy. Its provisions were debated for 10 years by the members of Congress and by many types of organizations, with millions of members. A special congressional commission of eminent persons investigated thoroughly the need for vocational education and its current status. It set forth in 1914 the basic principles included in the Act.

The Act was considered to be temporary legislation, designed to stimulate and help the states establish vocational education in public schools. It was found later, as might have been expected, that it takes a long time to establish a new program in the schools. Congress still believes federal aid is needed to hold the programs that have been started, to reach more people in communities that have these programs, and to encourage programs where they have not been set up. Time makes it increasingly apparent that local-state-federal cooperation is needed in public education. The Smith-Hughes Act and other federal acts have shown the advantages of federal participation with the states and communities.

The Smith-Hughes Act prescribed a limited sphere of federal activity and provided that most important decisions be made by the states. The states have, in turn, usually delegated most critical decisions to school districts. Most states require the people of a school district to make the following decisions:

Will federal and state funds for vocational education in agriculture be accepted?

Will these funds be used for all or a part of the purposes for which they may be used?

What will be the specific, local purpose in using these funds?

Will minimum requirements for teachers and facilities be exceeded?

How will the program be evaluated and improved?

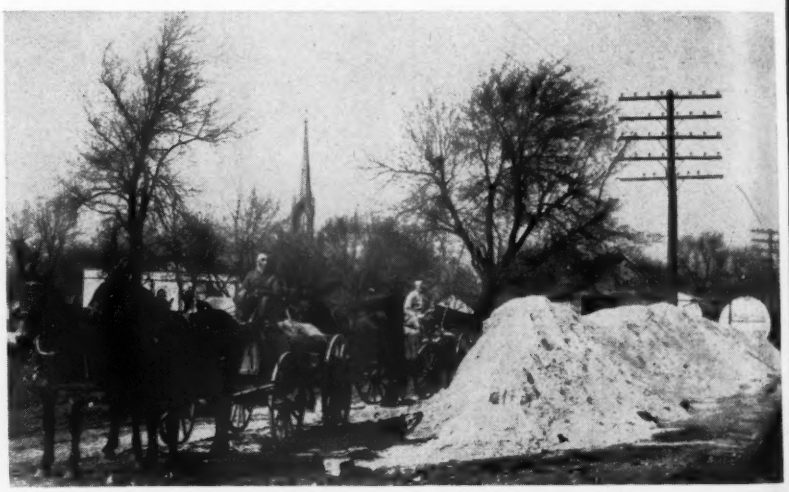
How will the program be organized, administered, staffed and financed?

How will vocational education in agriculture be supplemented by agricultural education for those ineligible for the aided classes?

How will the community and the school staff share in making these and other decisions about agricultural education?

The Act was not intended to discourage appropriate agricultural education for those ineligible for vocational classes or to substitute vocational agriculture for other agricultural education provided as a part of general education. Industrial arts education as a phase of general education has continued alongside the trade and industrial education conducted under the Act. Industrial arts now requires more than 20,000 teachers, whose salaries are paid from local and state funds; but it is likely that only about 1,000 teachers give tag-ends of their time to the corresponding program in non-vocational agriculture.

The Act was never intended to set up federal dictatorships over state or local agricultural education; if these



Some 35 years ago, students in a vocational agriculture department hauled lime from a railroad siding where it had been unloaded, for use on test plots for sweet clover and alfalfa at home farms as part of their training.

have developed, it is because the people of the states and communities have failed to exercise their responsibilities, not because of "federal control." The fact is that the high-water mark of policy-making for agricultural education was reached in the Smith-Hughes Act. Policy-making failure is in the states and the school districts, few of which have properly-made supplementary policies to deal adequately with decisions left to them.

The Act has stimulated the spending of state and local funds for agricultural education. Nationally, almost four dollars of state and local money are spent on salaries and transportation of teachers for each federal dollar, though the Act requires only that the states and communities match the federal funds.

Though the Smith-Hughes Act was supposed to be temporary, it remains unchanged on the statute books after almost 40 years, and none of its provisions has ever been challenged in the courts. It has been supplemented, in various ways, by the George-Reed Act of 1927, the George-Ellzey Act of 1933, the George-Deen Act of 1936 and the George-Barden Act of 1946. Currently, two acts are in force: the Smith-Hughes Act and the George-Barden Act. All federal funds that may be issued for agricultural education under these acts have been appropriated for 1956-57. In addition to the funds provided under the federal vocational education acts, large amounts of federal money have been spent for the emergency programs of World War II and the training of farm veterans of that war and the Korean conflict in which the teachers of vocational agriculture had a large part.

The indirect effects of federal cooperation have perhaps been greater than those arising directly from federal cash. National standards have been developed, largely on the recommendation of representatives of the states. National and regional conferences and strong organizations of teachers, supervisors, and teacher educators have been established by the participants. Research, publications, professional attitudes and broadened viewpoints have been stimulated by these conferences and organizations. Supplementary state aid has been provided, and the schools with state and federal aid for vocational agriculture have been left with more funds for general education.

GROWTH OF THE PROGRAM

The federally aided program in vocational agriculture, which began in 1917, enrolled 776,138 in 1954-55. Of these, 456,964 were in high school, 272,363 in adult farmer classes, and 46,811 in young-farmer classes. Total expenditure for 1954-55 was reported at $53,707,124.89, as follows:

Local funds	$23,408,562.29
State funds	18,472,981.92
Federal funds	11,825,580.68

These costs do not include local spending for buildings, equipment, library or teaching aids.[1]

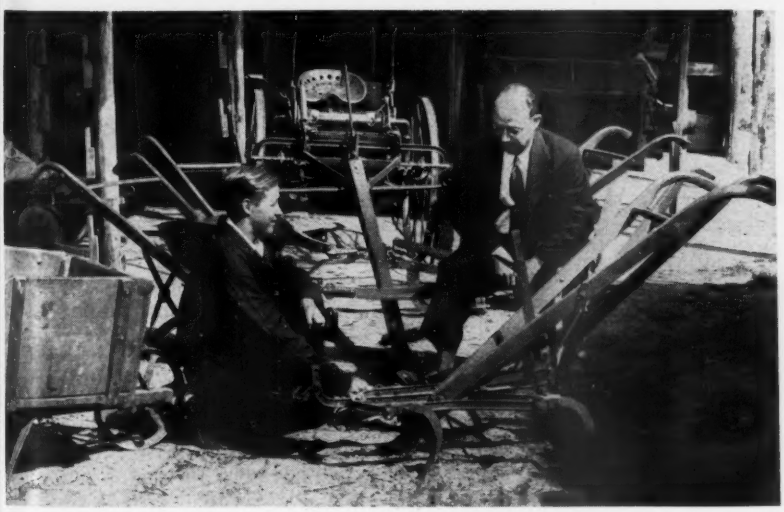
When vocational agriculture was introduced into the public schools, there were approximately 200,000 school districts in the United States. Nearly all farmers were in districts supporting one-teacher elementary schools. Farm children were just beginning to attend high schools, then very new to most rural areas. High schools available to them were in neighboring towns and cities.

There was a heavy drop-out the first two years in high schools of the period. It seemed logical to provide courses in vocational agriculture the first two years, so as to reach as many farm boys as possible. Typical courses dealt with crops and livestock. Not until about 1930 were courses generally offered in the 11th and 12th grades. These were usually in farm mechanics and management.

By 1923, Dr. Theodore H. Eaton was advocating that separate courses in vocational agriculture be replaced by "cross-sectioned" or "integrated" courses, that is, that Agriculture 1, 2, 3, and 4 should replace the courses that were being offered. The work of Eaton and his associates at Cornell University was supplemented by a doctoral study, reported by D. C. McIntosh at Indiana University in 1924, and by similar pioneering efforts in other parts of the country. Thus a theory was developed for doing what many teachers were already doing. The arrangement for separate courses, copied from agricultural colleges and inappropriate for high schools, had begun to break down with the very first teaching of agriculture in secondary schools, as teachers adapted their courses to current and seasonal happenings on nearby farms, related their training to a boy's on-the-job farming program, and weighed the ability of boys of different ages to deal with college subject-matter. By 1956, the traditional organization of courses had disappeared in all but a few states and a few communities in other states.

The struggle to decide what to teach boys enrolled in high school vocational agriculture has been going on ever since. Many theories and practices have been tried. The first great advance was to cull from the mass of knowledge which might be taught what was needed in a particular area. Community studies were required, and many were made. Another advance resulted from recognizing more clearly the psychological characteristics of high school boys and the changes they undergo from ninth to twelfth grade. Development of broad and continuing farming programs brought other changes, as teachers related class work to actual farming. The Future Farmers of America introduced democratic pro-

[1] The data presented are from *Digest of Annual Reports of State Boards of Vocational Education to the Office of Education, Division of Vocational Education* for the fiscal year, 1954-55.



This photo by J. K. Coggin, North Carolina State College, Raleigh, shows a student repairing and reconditioning horse-drawn equipment, his instructor guiding.

This home-farm shop was developed by a vocational agriculture student as an improvement project. Photo by George P. Deyoe, Professor, Univ. of Illinois.

cedures, not only in the organization but in the classroom. Further changes impend as the profession recognizes that agricultural training should be an integral part of secondary education, contributing to the basic purposes for which the schools exist, and that not all of agriculture must be taught, or can be taught in high school.

SUPERVISED FARMING

The Smith-Hughes Act had provided that schools where federal funds were to be used must require "at least six months of supervised or directed practice on the home farm or another farm." Very few took this literally, though there can still be found at least one school in which young farmers attend school for six months and work on farms another six under supervision of their teachers. This is apparently what the legislators and founders contemplated.

Usually, the first arrangement for satisfying this provision was to accept an individual "home project" as the means of providing supervised practice. Many of these were 4-H Club projects. However, Rufus W. Stimson and his associates in Massachusetts had, beginning in 1907, done much to adapt the project to high school instruction in agriculture. The typical public school project for the first 10 years of federal aid was small, was conducted only a part of a year, and did not continue in succeeding years. Later, the concept of growing, broadened, and continuous "farming programs" was gradually introduced. These were stimulated by the Future Farmers of America, which took them into account in making awards to its members. Boys came to look upon farming programs as a means of becoming established in farming as well as a means of practical learning.

THE FUTURE FARMERS OF AMERICA

High school agricultural clubs were to be found, here and there, from the time agriculture was first taught in high schools. In the next stage, certain states formed organizations of boys studying vocational agriculture. Finally, in 1928, the Future Farmers of America was formed. Only 13 States participated originally, but in a few years all the states and territories joined. By 1955, the association had 383,219 active members. In addition, 72,824 held honorary chapter, state, and American Farmer degrees.

The Future Farmers of America organization has made a great contribution. It has increased interest in agriculture; provided experiences valuable in the all-round development of farm boys; and helped to make agricultural education more favorably known to the public.

It sponsors a great variety of activities. It may be requiring an undue amount of the time of pupils, teachers, and members of state and federal staffs. In some quarters, the FFA is synonymous with vocational agriculture. However, it is a young organization and its present form will not be its final one.

THE HIGH SCHOOL PROGRAM

The high school program of vocational education has developed beyond all expectations during the past generation. Nearly all of the funds available for vocational education in agriculture are used in it. There has not been a corresponding development of young- and adult-farmer education, which might be equally important or more parts of the total program.

In recent years, there has been more and more questioning of the time allotted to vocational agriculture in the high schools. In many school systems periods of 90 minutes or more have been reduced to 60 minutes in order to adjust to school schedules. With 45 to 50 per cent of the high school graduates of the United States going to college and increasing insistence that the basic subjects of general education be better taught, more time is being demanded for non-vocational subjects in the programs of many high school pupils.

Studies of 117,155 who had been enrolled in vocational agriculture in high school showed only 28.3 per cent of them were currently engaged in farming. Almost 12 per cent more were in the armed forces and 7.2 per cent were in college, but if these return to farming at the rate the others returned, the number farming will increase only about one-third. Nine per cent were in occupations considered related to agriculture, lifting the total possible farming percentage at the time the studies were made to about 42. Deviation of personnel from occupations for which they have been trained is, of course, expected in all programs. Vocational agriculture has done well, in dealing with immature boys uncertain about their futures, to be able to report that at any one time more than 40 per cent of its students, some trained only one or two years, may be engaged in agriculture. Others have had some experience in agriculture or will have it during their lives. However, those in charge of vocational agriculture should never be content with arrangements which result in students taking extensive training they will not use. Many high schools can report two-thirds or more of their graduates in vocational agriculture are on farms; in many other schools, the percentage is only 10 to 25. Two major steps lead to more efficient use of the high school time: greatly improved guidance and counseling lead to better selection of the students admitted to and retained in training programs, and further development of the vocational agriculture possibilities in providing general education, usable regardless of occupation

followed, without losing its vocational value for those who become farmers.

The difficulties in providing agricultural education in high school are further illustrated by studies made between 1950 and 1953 in 10 widely scattered Illinois communities. These show that from 70 to 90 per cent of farm operators, depending on the community, had never had a high school course in vocational agriculture. From 64 to 77 per cent of the operators in these communities had never had sons in high school vocational agriculture. Median age of these operators was 48. Half had not attended high school. Vocational agriculture was not available in many of the high schools the others had attended. However, a national sampling of 286,000 farm veterans, a much younger group, showed 74 per cent had never had vocational agriculture in high school and that 15 per cent had been enrolled for two years or less. If the primary purpose of agricultural education is to provide the nation with educated farm operators, we have not yet accomplished it through our high school programs and it seems unlikely that we shall. Supplementary programs for young and adult farmers are needed.

THE YOUNG FARMER PROGRAM

Instruction in agriculture and related subjects for out-of-school farm youth is one of the oldest phases of public school education in agriculture, begun before the Smith-Hughes Act was passed. In terms of enrollments, it is the smallest of the three phases of vocational education in agriculture, and enrollments are growing in only a few states. Fourteen states reported no young farmer classes in 1954-55.

Initially, the young-farmer program was designed for teen-age boys who did not attend high school. In many schools, it has been a program for recent high school graduates in vocational agriculture. In others it reaches young men 18 to 30 years of age, or older.

The program for farm veterans, at its best, has been the most excellent yet provided for young farmers. It has had important effects upon the "regular program." Some believe the young-farmer program should be, first of all, a program for young farm operators, provided immediately before they start operating a farm and during the three years or so after they assume management responsibilities. There have been fruitful uses of classes which include the wives of young farm operators.

In the future planning of vocational education in agriculture, the stone which the builders rejected may become the head of the corner. High school vocational agriculture may become the head of the cornerstone. High school vocational agriculture may become a means of providing guidance, introducing students to the field of agriculture, and initiating the first steps toward establishment in farming; in other words, a prelude to young-farmer education. The adult program may become a remedial program, making up for defects in earlier education and keeping farmers abreast of the times.

ADULT FARMER EDUCATION

The adult farmer portion of agricultural education clientele has thus far proved most dependable of all. Adults engaged in farming are likely to stay in it for life. They come in large numbers to classes, and keep coming. One problem is to determine how much instructional time they should reasonably be allotted over their 30 to 40 years as adults.

Another problem in both young- and adult farmer education is in enforcing the provisions for supervised farming, supposed to be carried out in all programs reimbursed by federal funds. A basic principle is that no more students should be enrolled in vocational agriculture classes for high school boys, young farmers, and adult farmers than can be provided with adequate on-farm instruction. This principle has been violated frequently with adults.

Though classes for adults were provided in some public schools before the Smith-Hughes Act, they developed slowly the first few years of federal aid. The first national statistics on such enrollments were issued in 1921. An enrollment larger than 100,000 was not attained until 1936. Four states still teach no adults.

It is often assumed the teaching of adult farmers has been left to the agricultural extension services and that they are doing all that is needed. However, studies in five Illinois communities, where agricultural extension is highly developed, show 77 to 100 per cent of farmers who attended extension meetings the previous year also wanted public school classes. The differences between the programs in extension and vocational agriculture, spelled out in a 1929 national memorandum of understanding, are not generally understood. Vocational education in agriculture, at whatever level, is intended to provide systematic instruction over a relatively long and continuous period with related on-farm instruction. Agricultural extension has not tried to do this kind of job except as it has, in the last few years, developed on a limited scale a "farm family" approach, which resembles in intensity the approach vocational agriculture has traditionally been expected to make. It is increasingly clear a tremendous job is yet to be done in providing the education adult farmers are now ready to take, and just as clear that other agencies will do it if the public schools cannot.

TEACHER EDUCATION

Two of the Smith-Hughes Act's wisest provisions were the setting aside of funds to educate teachers and

The modern farm shop provides facilities for teaching a variety of student activities in farm mechanics as an important part of a program in vocational agriculture.

[1] The data included in this paragraph are from studies completed, 1950 to 1955, and reported in Supplements 3 to 8, *Summaries of Studies in Agricultural Education*, U. S. Office of Education.

the requirement that the states set standards for these teachers and for teacher education institutions, subject to federal approval.

Vocational agriculture's first great need was competent teachers. Very little had been done in teacher education to answer this need. But there are now 68 colleges and universities approved for the education of teachers of vocational agriculture in federally aided schools.

Initially, teacher institutions did little beyond providing pre-service professional courses. Since then, there have been added: in-service education through credit and non-credit courses, preparation and distribution of subject-matter and professional aids for teachers, graduate instruction, research and extensive student counseling.

A class in tractor maintenance and repair is offered for a group of farmer veterans.

About half the teacher education institutions have organized farm education in the colleges of agriculture, the rest in the colleges of education. Several institutions have some sort of cooperative arrangement between the two colleges, though one has staff and administration responsibility. One institution assigns staff members to both colleges.

All agricultural education courses now offered in teacher education institutions have been developed since 1906. Perhaps the greatest improvement has been in the student teaching courses. Agricultural educators have often led the way in developing realistic and extensive student teaching programs in off-campus schools. They have also led in developing courses for first-year teachers, which continue the on-the-job assistance from the teacher education departments begun in student teaching.

Qualifications of vocational agriculture teachers have usually equalled or exceeded the qualifications of other teachers in the same school systems. In the last 20 years, an increasing percentage of these teachers have continued study to the master's degree. In one state, three-fourths of the teachers have graduate credits and 35 per cent have master's degrees.

RESEARCH

Unfortunately, research has been associated almost entirely with teacher education. Although little provision for research has been made, graduate students and teacher educators, with a little help from others, have somehow managed to produce more than 2,000 studies, which have been reported in *Summaries of Research in Agricultural Education,* issued by U. S. Office of Education.

Nearly all of these studies have had to be small, done by amateurs in what fragments of time they could spare. Our approach to research has borne little resemblance to that of the agricultural experiment stations, or the governmental research agencies, or the large private corporations.

There are those who realize we are in an age when the public expects a professional group to have answers based on thorough research or to be seeking through research the answers needed. Agricultural educators will not be able to resist the pressures for research that will be upon them.

PROFESSIONAL ORGANIZATIONS

Some of the strongest organizations in the teaching profession have developed in vocational agriculture. The movement began with the agricultural sections of the two national associations of vocational educators which preceded the American Vocational Association and was strengthened with their merger into AVA. Regional conferences of supervisors and teacher educators, called by federal agricultural education officials, began soon after the Smith-Hughes Act was passed and have since continued annually in five regions of the United States. State organizations of teachers of vocational agriculture began developing early in the 1920's and came to have important parts in many state programs. In 1949, the National Vocational Agriculture Teachers Association was formed, which had 9,095 members as of November 30, 1955, about 90 per cent of the nation's vocational agriculture teachers.

One most important development in recent years has been the integration of the professional organizations.

With the NVATA now an integral part of the Agricultural Section of the American Vocational Association, teachers of agriculture constitute more than a fourth of AVA's membership.

Those who travel from state to state, meeting with organizations of vocational agriculture teachers, frequently comment on their universally high morale, cooperative and open-minded attitudes, and constructive activities. There probably is no closer knit group of teachers in the country.

PUBLIC SUPPORT

Agricultural educators have been more aware than most of the need for public support and cooperation, per-

A citizens advisory committee helps develop policies and plans for vo-ag.

At right, a vocational agriculture teacher provides on-farm instruction for an adult farmer enrolled in a class in swine production. Below, a high school vo-ag student studies the growth of wheat with his instructor—this is a vital part of the boy's farming program. Qualifications of vo-ag teachers generally equal or exceed qualifications for teachers of other subjects in the same school system.

haps because their new program requires public support even to exist, and because the benefits have been very apparent.

Vocational agriculture teachers were among the first to use advisory committees, which were introduced in agricultural education in Massachusetts in 1907, though they had previously been employed in industrial education. The recent movement for school-wide citizen participation has benefited greatly from the experiences of agricultural educators in the use of advisory committees over the last 40 years.

Teachers of agriculture have done much to promote agricultural education through newspaper, radio and television publicity; through fairs, exhibits and contests; and through extensive association with local people and the organizations. State and national workers have provided publicity and worked with the public at other levels.

Favorable public attitudes have been reflected in the voting in legislatures and in Congress, in editorial comments, and in the increasing tendency of commercial organizations to seek the good will of agricultural educators.

The national farm organizations have almost uniformly supported legislation to develop education in agriculture. Support has also come from labor and business.

There is probably no group of public school educators more favorably regarded than those in agriculture. Reasons for this high regard are not always clear. Possibly the most important is that the field is staffed with a high proportion of the kind of people the public needs in its schools: able, earnest, unselfish, and industrious individuals of high moral character and sound personal influence.

CONTRIBUTIONS

Agricultural educators have had an opportunity to pioneer a new type of education. They have been among the first to use home and community experiences, a problem-solving procedure, supervised study, extensive visual aids and references as replacements for textbooks. They have often led the way in introducing adult education, citizen participation and strong professional organizations. The Future Farmers of America, which they have developed, is unique in student organization.

The field has contributed more than its share of personnel to other enterprises. Extension and soil conservation staffs, in particular, have usually included large numbers of former vocational agriculture teachers. Business and industry use many. Former teachers are serving capably as university presidents, college deans, superintendents of large city school systems and officers of corporations. Vocational agriculture teaching has proved to be anything but a "blind alley."

It has often brought into school systems a fresh approach to education—functional realistic and dynamic. It has caused school people to re-examine their traditions. Many school people, parents and students have testified that agricultural education is the most vital, most useful education they have ever known.

CHANGES IN AGRICULTURE

It is probably impossible for anyone who has lived only the last two or three decades to realize the primitive character of agriculture in 1906. More changes in it have come about since 1906 than in all the millenia before.

The country was still being settled in 1906. Since then, the land in farms has increased about 300 million acres. A third of the population was engaged in farming; now the percentage is about 13. There were more than 6 million farms in 1906; now 2.1 millions farms of a total 4.7 million farms produce nearly 90 per cent of our agricultural products. Although the number of farmers has drastically decreased, agricultural production has risen about 75 per cent. Though there has been much soil deterioration, yields of our principal crops have increased materially. The market for agricultural exports, important in 1906, has been largely lost.

Mechanization and electricity have changed the whole nature of farming. Farmers have increased about 80 times their use of fertilizer and lime. Farm market and purchasing associations, few, small and scattered in 1906, now boast more than seven million members.

Dietary habits of the American people have changed. Only about half as many potatoes and sweet potatoes are consumed now as in 1906. Eggs, dairy products, fruits, and vegetables constitute a much larger part of the diet. Commercially canned fruits and vegetables, fruit juices and margarine, unknown in 1906, are prominent on the dinner table.

Public agricultural policy was simple in 1906. Free homesteads were still available. Tariffs protected certain agricultural products. Small amounts of public money were being appropriated for embryonic agricultural colleges and experiment stations, and free delivery of mail to farms was something new. A struggle was being waged to check railroad and other corporation monopolies believed to be keeping farmers from getting adequate returns for their labor.

Now agriculture is a major phase of public administration. National policies deal with farm prices, surpluses, soil conservation and farm credit. Farmers are far more affected than they used to be by government policies on taxation, banking, currency, education and highways. The states maintain comprehensive departments of agriculture and their statutes devote large sections to agricultural education.

Only a small beginning had been made by 1906 in agricultural research. The experiment stations had received their first real encouragement from the Hatch Act only 19 years before. Farmers had little respect for research findings, and for good reasons, as the methods were usually not conducive to accuracy. The teachings of agricultural educators were still largely based on folklore, superstition and unsubstantiated theory. Now, about $100 million of public money is spent annually for agricultural research. Schultz has pointed out that "if all the endowments accumulated by Chicago, Columbia, Duke, Harvard, Hopkins, Princeton, Stanford and Yale were combined and were earning 4 per cent, the resulting revenue would support only about one-fourth of the agricultural research under way at the beginning of the decade of the fifties." [1] We are systematically planning, through our research, to induce further and increased changes in agriculture.

There has been a rapid rise in the number of part-time farmers, some of them farmers who have taken city jobs, and some of them city workers who have taken homes in the country. About 879,000 "farms" had products worth less than $250 each in 1954.

Our food production is outracing our rapidly increasing population. From 1940 to 1950 food production rose 26 per cent, while population went up 14 per cent.

CHANGES IN EDUCATION

Changes in education since 1906 have been quite as dramatic. People spend more time in school. Each pupil in the elementary and secondary schools costs the public at least 10 times as much as in 1906, after allowing for inflation. There are about eight times as many secondary schools as 50 years ago; the percentage of youth of secondary-school age in school has increased from about 10 to about 85. Average schooling of the population has risen from about 6 to about 9½ years.

School programs have been greatly enriched through the addition of social studies, speech, literature, art music, physical and health education, and practical arts, as well as vocational subjects. A vast extra-curriculum has been added. When vocational agriculture was first introduced into small high schools, it was common for students to have a choice only between agriculture and home economics. The other subjects were required. Now vocational agriculture has plenty of competitors in large high schools, possible because of larger school districts and increased school attendance.

Nursery schools, kindergartens, junior high schools, senior high schools, junior colleges, and adult divisions have been added in many systems. The place of vocational agriculture in the new units attended by persons 14 years of age or older has had to be determined. School plants, libraries, and teaching aids have been greatly improved.

More democratic practices have developed in the schools. Student bodies have become more comprehensive and heterogeneous. In recent years, there has been the most extensive citizen participation in school affairs ever experienced since the days when public schools were founded.

About a third of America's large school districts now teach adults. More than three million grown-ups enroll each year in public schools and about $80 million in public funds is spent for their education. Eleven states and the District of Columbia provide substantial aid for general adult education in local public schools. All states distribute some federal funds for the vocational education of adults, and many states add their own funds for this purpose.

A teaching profession and strong professional organizations of teachers have arisen. Teacher education institutions and state departments of education have been built from the ground up or revolutionized. For the first time, much educational research has been accomplished and the findings of extensive research in psychology and other related fields have been applied to education.

The "Harvard Committee" has said: "The unparalleled growth – one could almost say eruption – of our educational system, taking place as it has while our way of life was itself undergoing still vaster changes, is like a mathematical problem in which new unknowns are being constantly introduced or like a house under construction for which the specifications are forever changing." [2]

IMPLICATIONS

Though tremendous changes have taken place, it can hardly be claimed that vocational education has kept fully abreast of changes in agriculture and education, or that those responsible for it are ready for the even greater changes impending.

Vocational agriculture has been too much geared to the relatively static society of 1906. If it were intended to help people adjust to

(continued on page 105)

[1] T. W. Schultz. *The Economic Organization of Agriculture*, pp. 114-115. McGraw-Hill Book Co., New York. 1953.

[2] *General Education in a Free Society*, p. 56. Harvard University Press, Cambridge, Mass. 1956.

Candidates for the American Farmer degree from all parts of the United States are awarded the coveted honor at the National Future Farmers of America Convention in Kansas City, Mo., 1955. The annual FFA meetings attract thousands.

50 Years of Progress in Business Education

Arthur L. Walker

Harry Huffman

John A. Beaumont

Fifty Years of Progress in Business Education was planned by John Beaumont, Illinois State Chief, Business and Distributive Education, and Arthur L. Walker, AVA Vice President for Business Education and Virginia State Supervisor of Business Education.

It was revised and coordinated by Dr. Harry Huffman, Head, Business Education Department, Virginia Polytechnic Institute, Blacksburg.

Contributors include G. Henry Richert, U. S. Office of Education; William R. Blackler, California; Robert F. Kozelka, Illinois; Marguerite Crumley, Virginia; Laura Nicholson, Arizona; E. Duncan Hyde, Maryland; Clyde W. Humphrey, U. S. Office of Education, and McKee Fisk, California.

Business Education Early Beginnings and First Programs

IN COLONIAL TIMES, education for business was limited by the ingenuity and ambition of the apprentice and the insight and generosity of the merchant or small-scale manufacturer. The apprentice usually had to discover the skills and knowledges he needed for business success and master them on his own. The merchant or manufacturer, profit-wise, was basically interested in the efficient labor he obtained from the apprentice. The merchant's insight into the relationship between understanding and efficiency determined what he taught his apprentices. One other factor, however, influenced the merchant. It was his conception of social service to the business community and the colony. Therefore, the interaction of self-interest and service to the community determined the nature of apprentice training.

Thus, the demands of ambitious apprentices, who urged employers to teach them bookkeeping after working hours, resulted in organized business training. This was the real beginning of vocational business education. Practical experience supplemented by study of "rules" became the foundation for advancement in business in the Colonial period.

Private Instruction

Prior to the Civil War, the American economy was not complex, and on-the-job training served generally to meet its needs. However, some rudimentary business courses were offered by individual teachers and by schools during the 17th and 18th and early 19th Centuries, according to some accounts as early as 1635. Penmanship and an advanced arithmetic known as "casting accounts" was taught privately and in Latin grammar schools. Late in the 18th Century, bookkeeping was taught by individuals, the forerunners of private business schools. Some organized schools and taught bookkeeping, arithmetic and penmanship. A few offered such vocational subjects as surveying and navigation. Early in the 19th Century, the training became more specialized, in "commercial" schools, although business education as a distinct study was not yet recognized.

The common schools and academies offered arithmetic and bookkeeping or "mercantile accounts," courses considered narrow, technical and "practical." This was probably true because they were taught by imitation, rules and rote. The early academies and early high schools emphasized both the practical and the academic subjects, but soon lost this dual function and became largely college preparatory.

Although some public high schools offered bookkeeping and other business subjects before 1875, business education was left largely to private initiative prior to the 1890's. Private business schools were deemed sufficiently important for the U. S. Bureau of Education (now the U. S. Office of Education) to list their numbers, instructors and enrollments for nearly a half-century.

The great contribution of these private schools to business education was to pioneer the field, develop it and demonstrate that it is a separate area of vocational training with its own body of knowledge, principles and rules. Many private schools had poor organization, low standards and poor teachers. They allowed the profit motive to dominate. But they grew rapidly and prepared young men for business. The large number of top executives, even now, who got at least part of their training in private business schools attests to their contribution.

Business education merely supplemented on-the-job training up to 1850; then on-the-job training gradually supplemented business education in day schools. Itinerant instructors and schools carried the effort inland from seaboard commercial centers. Showmanship and ballyhoo interested many in the potential of special training. And business in business colleges "boomed."

Period Expansion

The Civil War, generating large orders for munitions and supplies, accelerated the growth of individual businesses and office staffs. The need for efficient communication became imperative. The commercially feasible typewriter, perfected just after the Civil War, stimulated the use of shorthand, an ancient art, limited until then to scholars, ministers, speakers and reporters.

The proprietary business schools pioneered texts in typewriting as they had in bookkeeping, business arithmetic, penmanship and business law. They also stimulated development of shorthand systems by the dozens.

In those days, business workers were almost entirely men. The 1890 census showed only a few were women. But typewriting and shorthand put young women into business forthwith. Previously, letters had been hand-written by persons fully acquainted with the business. Now, the same persons could dictate many letters rapidly to a skilled young woman. This first step in modern business was a forerunner of automation, in a sense. To demonstrate women could succeed in business and that it was socially correct for them to be so employed was a problem. Many business schools offered free training and other inducements that recruited women for offices in large numbers. The resulting growth of business education speeded the occupational emancipation of women.

The High School Period

The stage thus set, business education rapidly moved into public high schools. Some offered business subjects before 1890, but they did not become serious competitors of the private schools until the middle of the decade. Teachers and textbooks came from the business schools. There was no other source.

For many years most high schools had no separate business department. Courses were superimposed on college preparatory curricula. Observers report study was poorly organized, instruction was poor, courses were regarded as "snap" subjects, and the field was held generally in low repute. Much of this attitude was attributed directly to a lack of sympathy for vocational training by high school administrators.

The growth of high school business education roughly parallels the growth of the schools themselves. Enrollments rose despite opposition from the vested interests of traditionalists, classicalists, and such formidable groups as the colleges and organized education associations. One reason for this was the lack of other available vocational training. Then, as now, many undertook business training because they had nothing else in mind or because no other vocation was taught. Lack of leadership and status of business educators enabled traditionalists to retard the business education development in public schools for years. Indeed, it was not until the 1920's that high school business enrollments exceeded those in independent schools. And as late as 1910, only one of seven high schools taught the subject.

Left: In Illinois, a cooperative student receives instruction on the job. Below: Instruction in the use and operation of office machines is an important part of the business education curriculum. Shown are two students in a York, Pa., class.

Struggle for Status

Determined opposition had several effects on business education in high schools. One was the development of "commercial" high schools, so highly successful in Europe. Many business educators believed no vocational program could be successful if administered by academically trained administrators. But the success of many specialized "commercial" high schools in the United States demonstrated their value.

Another far-reaching effect of traditionalist opposition was compromise and confusion of philosophy and purposes. Business education was designed to prepare for jobs, but before long its sponsors began claiming the same values for it, in addition to the vocational values, as were claimed for the academic subjects. In short, business education started getting academic in an effort to win a higher respectability. Vocationally, competition began between high schools and business schools, between high schools and "commercial" high schools, normal schools and high schools, high schools and colleges and, for a time, between senior high schools and junior high schools. All had similar vocational objectives, and the public schools tried to be all things to all students. This confusion continued (and still does a little) until enactment of the Smith-Hughes Act in 1917.

Growth of Business Education

In 1914, the Commission on National Aid to Vocational Education, appointed by the President, reported to Congress that "commercial" courses had been established in large high schools throughout the country. The Commission expressed the opin-

ion no federal grants were needed to help establish programs for other areas in the way funds were needed to help establish programs for other areaes of vocational education. However, the Commission did recommend that the Government, through studies and reports, should help the States develop vocational courses needed to prepare for modern business.

Effects of Federal Legislation

The Smith-Hughes Act followed the recommendations of the Commission and required that the Federal Board for Vocational Education "should make studies, investigations, and reports with particular reference to their use in aiding the States in the establishment of vocational schools and classes" and that these studies and reports include "commerce and commercial pursuits, and requirements upon commercial workers."

As early as June, 1919, Charles A. Prosser, director of the Federal Board for Vocational Education, who had been a moving spirit in the old Commission of 1914, made a significant statement in a preface to a bulletin prepared by F. G. Nichols on "Organization of Commercial Education." He said what was needed most for "the speedy achievement of a type of business training that would meet the needs of the several hundred thousand boys and girls" was "the broadening of commercial education so that it would be coextensive with commercial occupations.[1]

"No longer," he added, "are the stenographer and the bookkeeper looked upon as being the only kinds of commercial workers for whom training is necessary."

Nichols gave a more detailed definition. Commercial education covers, he said, "not only bookkeeping and stenography, but office machine work, outside salesmanship, retail selling, advertising, auditing, accountancy, commercial engineering, foreign trade service at home and abroad, secretarial duties, expert filing, clerical duties, transportation and many other kinds of business service." Nichols recognized, as the Commission had, the need for more information covering "the world of commercial pursuits," and set about to get it. In June, 1920, he published his "Survey of Junior Commercial Occupations."

In 1919, Nichols had helped persuade the Federal Board for Vocational Education to rule federal funds could be used to reimburse the cost of conducting the following classes:

Classes offered in the regular part-time general continuation schools to meet the needs of office and store workers, such as those who desire to extend their knowledge and skill in the particular occupation in which they are employed; and those who desire to prepare for some definite office or store occupation in which they are not employed.

Classes specially organized and conducted on a cooperative basis with employers to give the training needed by pupils over 14 years of age regularly employed in offices or stores and also regularly enrolled in the school.[2]

The use of Federal vocational education funds has had some influence on office training, particularly cooperative work-study classes as defined under above. The importance of work experience for youth is recognized by the National Association of Secondary School Principals in the statement that, "Work experience under actual productive conditions is necessary if youth are to learn to work effectively." [3]

Work experience in stores and offices where young people deal with the variety of individuals that make up the public, supplemented with vitally related classroom instruction, provides the finest of life adjustment education. The cooperative part-time program, whether the student is placed in store, office or industry, can become a valuable part of a total guidance program. Young people not only learn by doing, but also learn what not to do.

Business Education Today

The U. S. Office of Education made a national survey to determine public secondary school enrollment during the school year 1948-49, as well as enrollment in 13 fields, including business education. It found 6,907,833 students studying in all subjects, and 3,186,207, or 46.1 per cent, taking business subjects. A breakdown of business students, by number and by percentage of total enrollment, indicates the importance of these studies.[4]

[1] *Vocational Education Bulletin No. 1. Statement of Policies for the Administration of Vocational Education,* revised 1937, published by the U. S. Office of Education, page 48.

[2] *Vocational Education Bulletin No. 1 Statement of Policies for the Administration of Vocational Education,* revised 1937, published by the U. S. Office of Education, page 48.

[3] National Educational Association, National Association of Secondary School Principals, *Planning for American Youth.* Washington, D. C. The Association, 1944. P. 27.

[4] *National Summary of Offerings and Enrollments in High-School Subjects,* 1948-49, Circular No. 294, Federal Security Agency, Office of Education, Washington 25, D. C.

In 1948-49, 3,186,207 high school students were enrolled in business education courses. These Virginia photos show two of the many offerings the program includes. At left, students are engaged in typing; above, they are getting office practice.

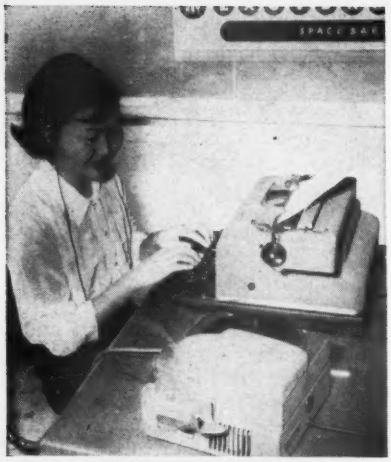


Photo at top, business education in Hawaii. Directly above, a member of FBLA learns to file. Opposite: a modern, attractive, well-lighted typing classroom.

The U. S. Office of Education later compiled total enrollments in the school year 1955-56, with no attempt to get figures on various fields. It reported 8,472,478 students, an increase of 22.6 per cent over 1948-49. This percentage rise over the 3,186,207 enrollment in business subjects in 1948-49 would imply 3,906,289 students taking business subjects in 1955-56.

It is estimated the number of youth and adults taking business subjects in 1955-56 in private business schools was 500,000. Another 500,000 were enrolled in business courses offered by local school boards, university and college extensions, and other agencies as adult training programs. The summary shows business education is one of America's most important studies. It is making a momentous contribution to the strength of our commercial and industrial nation.

THE CURRICULUM

Administrators first believed secondary schools should be wholly college preparatory. When many changed their view, high school business courses became similar to those in private schools from 1893 to 1920. Early in this century, NEA's Department of Business Education conducted studies which resulted in business curriculum changes. The Department promoted two programs, stenography-typing and bookkeeping or accounting.

Concurrently, the junior high school markedly influenced the curriculum. Typewriting, shorthand and bookkeeping were removed from senior to junior high school without adaptation to the needs of younger pupils. Because of resulting dissatisfaction, a new subject was introduced: junior business training to prepare for vocational courses. Its purpose was gradually broadened. Because everyone has business problems, it is now believed general business education should be provided for all students, regardless of their objectives.

	Number	Percent
General business education	279,577	4.0
Business arithmetic	249,690	3.6
Bookkeeping I	398,081	5.8
Bookkeeping II	69,637	1.0
Bookkeeping III	4,201	.1
Bookkeeping IV	244	.1
Typing I	904,0 2	13.1
Typing II	303,303	4.4
Typing III	8,060	.1
Typing IV	747	
Shorthand I	290,280	4.2
Shorthand II	128,851	1.9
Shorthand III	2,437	
Shorthand IV	67	
Business Law	130,585	1.9
Business English	56,620	.8
Economic geography	90,045	1.3
Consumer economics	38,872	.6
Retailing	28,170	.4
Salesmanship	50,475	.7
Advertising	6,208	.1
Cooperative office training	21,452	.3
Cooperative store training	16,016	.2
Office practice	108,201	1.6
Other business education	356	

School Work Program

As pointed out earlier, federal funds have influenced office training, particularly cooperative part-time work study classes. The importance of work experience is recognized by educators everywhere. "Work has always been at the center of man's total integration—social, emotional, cultural and vocational," says Gold in *Working to Learn*. It is well known by work-training coordinators that important educational possibilities abound in selected work.

More and more educators realize the importance of planned work in the education of greater numbers of youth who will enter adult employment upon leaving high school. Extent of this practical education is reflected in United States Office of Education statistics. The number of high school youth in work training programs not federally reimbursed shows a steady growth.

As everyone knows, thousands of boys and girls from 16 to 18 find part-time jobs after school. It is regrettable most of them do not enjoy the benefit of occupational counselling and coordination of work and study. This help, deficient even in sales, is understandably much more so in the office occupations. No federal funds at all and only sparse state assistance are available.

programs are essential to economic progress.

Teacher Education

The first organized course to prepare business teachers was given in Philadelphia in 1898. The field has expanded so that 232 universities and colleges and 800 individuals now comprise the membership of the National Association of Business Teacher-Training Institutions. Public and private universities and colleges, teachers colleges, and agricultural and mechanical colleges belong.

At the National Association's first conference in 1927, there were 16 institutions represented. Since then, the Association has worked to promote leadership, strengthen and expand the program. Association objectives are: (1) improvement of

total credit hours (3) general professional education, 8-12 per cent of the total credit hours and (4) special professional education including student teaching and special methods, 8-12 per cent of the total credit hours.

Some states provide teaching credentials with endorsement for accounting, stenographic - secretarial, such distribution as retailing or marketing and merchandising, general clerical or business management. To broaden the programs, some colleges encourage students to pursue one or more general fields in addition to business specializations.

Graduate programs are being introduced in many teacher education institutions to provide for in-service growth. Emphasis on occupational background for vocational distributive and office occupation teachers is

Business education in America's public school system prepares thousands of youth and adults annually for the business world. Above, a modern miss learns how to operate the adding machine. Opposite: Adults in classroom study business math, accounting, office machines.

Ample provisions for positive and planned supervision and coordination of the part-time work student is an imperative need.

The Modern Curriculum

Public business education has developed into a comprehensive far-reaching program that prepares thousands yearly for the business world. High school curricula give students personal skills and business training that guides them in their personal affairs through life. Small high schools offer a single business curriculum of shorthand, typewriting, and bookkeeping and large high schools provide differentiated classes in secretarial training, accounting, distributive education, office machines and clerical training. Both

programs for training teachers, (2) elevation of standards for teacher certification, (3) promotion of research, and (4) development of proper recognition among school administrators and teachers of the significance of business education. The Association emphasizes that prospective teachers should acquire an understanding of vocational and educational guidance.

Professional Curriculum

Today, a bachelor's degree is generally required to teach. Because of favorable conditions and salary, some schools can insist on a master's degree. Teacher education institutions often require: (1) general education, 38-42 per cent of the total credit hours (2) business and related subject matter, 38-42 per cent of the

encouraging all business teachers to get work experience. This is also advocated for in-service teachers. There is a marked increase in courses that prepare teachers to conduct co-operative part-time business education programs.

Future Development

Business teacher education has developed from informal study of the past to extensive curricula designed to prepare for elementary, secondary, collegiate and adult teaching. Although a great deal has been accomplished, much must be done to knit relations between the teacher in school and teacher education institution programs. Each effects the other.

Some factors affecting business teacher education include curricu-

At the New York State Agricultural and Technical Institute, Canton, boys and girls learn to type with up-to-date machines, proper lighting, chairs that protect posture.

lum evaluation and revision, articulation of business courses at all school levels, stimulation and utilization of research, recruitment of future business teachers, improvement of standards, expansion of the relations with business and community, social and economic developments, improved placement and guidance services, certification requirements, leadership in national developments, guidance in local activities, assistance to school administrators, selection of facilities and equipment for business courses, participation in professional activities, and study of common purposes among institutions.

These factors need to be investigated jointly by business teachers and teacher education leaders.

Professional Associations

If Americans have a propensity to organize, that trait is no better exemplified than in business education. The list of national and area organizations and associations—several of which compete for membership fees and loyalties—is long. Each was formed to meet a need. Each has contributed substantially to the professional advancement of its members through conventions, publications and activities. But the multiplicity of organizations may have weakened business education by so dividing membership that no significant national influence is possible.

The forerunner of the Eastern Business Teachers Association was formed largely for mutual service of private business schools along the Seaboard. In more recent years, membership has increased in proportion to the number of public schools and colleges offering business education. However, the proprietary school influence is still evidenced by the organization policy of choosing as its president a private school person on alternate years.

National Business Teachers Association is another professional group. Its origin, purpose and program closely parallel those of E.B.T.A. with one difference—National Business Teachers Association claims national coverage and convenes annually in the north central United States.

Southern Business Education Association, founded at Chattanooga, held its first convention there in 1922. Its original purpose may be deducted by the fact its first five presidents represented private schools. The later interests and influences are seen in the fact that its last 10 presidents have represented public schools and colleges. SBEA has operated since 1950 as a regional member of United Business Education Association.

In 1946 the National Council of Business Education and the Business Education Section of the National Education Association combined to form the United Business Education Association, a department of the National Education Association. An executive secretary was employed in 1946 with an initial annual grant of $5,000 from NEA. The United Business Education Association promptly set about a program looking to the affiliation of state and regional teacher groups into a loose cooperative working relationship.

Unification, another aspect of UBEA's relationship, implies a closer tie than affiliation. It applies to several functional and geographic associations that operate within the orbit of the organization. For example, the National Association of Business Teacher Training Institutions, an established institution, became a unified member of the UBEA family by voluntary action. The Future Business Leaders of America is a product of UBEA.

Geographical associations present a similar pattern. The Southern Business Education Association, which antedates UBEA by many years, voted itself into unification in 1950. The Mountain Planes Business Education Association and Western Business Education Association are similar regional groups, but both were organized as UBEA regional associations.

The Division of Business Education of the American Vocational Association and its affiliated organization, the National Association of Supervisors of Business Education, are much more closely identified with the interest and purposes of vocational education. AVA's Division of Business Education dates from the formation of AVA in 1925 when it embraced the distributive as well as the office aspect of public education and was designated as the Division of Commercial Education. This followed the pattern established in the U. S. Office of Education following passage of the George-Deen Act in 1937.

Not until AVA's Milwaukee convention in 1948 were the two phases separated. By action of the House of Delegates the distributive education segment was given autonomous status, leaving the remaining business teachers to form a reconstructed Division of Business Education. Reorganization was completed the next year at the Miami convention.

National Association of Supervisors of Business Education had its origin in an informal meeting of several supervisors during the 1951 AVA convention in Minneapolis. Officers were elected for a two year term at the Boston convention in 1952. NASBE's central purpose is to promote sound supervisory practices in vocational business education. Its membership embraces state and city supervisors, teacher trainers and administrators throughout the nation.

Delta Pi Epsilon, an honorary graduate fraternity in business education, was formed at New York University. At present, there are chapters in many of the major universities offering graduate work in business education. This fraternity stimulates research, promotes scholarship and fosters leadership. Each

year it honors with an award the person whose study is adjudged to make the greatest contribution to business education.

Pi Omega Pi is an independent undergraduate honorary fraternity founded at Missouri State Teachers College, Kirksville, in the early 1920's. Its primary purpose is to promote institutional business teacher education, including recruitment and student-teaching practices.

Youth Organizations

The Future Business Leaders of America today assumes a major role in preparing students for an active part in business and the community, providing an opportunity to develop responsibility, to assume leadership and practice human relations.

Before FBLA, many efforts were made to provide the social values absent from the classroom. For more than 30 years youth organizations have existed in business education. *Typewriting Clubs* abounded in the 1920's, when much publicity was given to national and international typewriting contests. The most popular group, however, was the *Commercial Club,* a vehicle for broadening the experiences of business students.

Commercial clubs were local. They developed social and vocational competencies of business students, providing unique services to the school and an opportunity for business students to be recognized as a common-interest group. Originating as a grass-roots movement, the clubs found acceptance over the nation. Several publishers printed monographs, handbooks, and program materials for commercial club advisers.

In time, educators sought to correct the shortcomings of the local club, which lacked the prestige of recognized insignia, standard ceremonies, membership cards and esprit-de-corps of a national organization. The commercial club was not accorded much recognition by professional associations or by teacher-education institutions. There were limited means of communication with similar groups, and the clubs suffered from the lack of broadening contacts. There was meager opportunity to develop leadership potentialities beyond the local school, and there was little incentive for comprehensive activities. Perhaps most serious of all deficiencies, the local commercial club rarely included the business people of the community in its activities.

Business teachers urged a national organization. The organizers, wishing to set a high mark for each student, chose the name Future Business Leaders of America. During the year 1937-38, state and regional associations discussed organization. Official sponsorship of FBLA was accepted by the National Council for Business Education in 1940, and a planning committee was set up.

During 1941, meetings were held with business education teachers, school administrators, and businessmen and women. Although World War II had started, it was decided to establish a number of "pilot" or experimental chapters. In 1942, the first was organized at Johnson City, Tennessee, the second at St. Albans, West Va. Forty-one were started in 1942, among them 27 in Tennessee, largely as a result of the enthusiasm and work of a University of Tennessee graduate student.

War mobilization held up further promotion in 1942. However, from 1943 to 1946, there were 38 additional chapters organized. Activities centered on sponsorship of and participation in war-service. Many chapters achieved enviable records.

When the National Council for Business Education and the NEA's Department of Business Education merged as the United Business Education Association in July 1946 and took up headquarters at the NEA building in Washington, D. C., with a staff headed by an executive secretary, sponsorship of FBLA was assumed by the new association. State chapters were organized in Iowa and Indiana in 1947, and other state chapters formed rapidly thereafter.

The Representative Assembly of the United Business Education Association in St. Louis, in 1950, au-

High school business courses became similar to those in private schools from 1893 to 1920. Early in this century NEA's Department of Business Education conducted studies that resulted in business curriculum changes. Bookkeeping and stenography-typing, illustrated here, were the two phases NEA promoted.

thorized the National FBLA Sponsors Committee to arrange a convention of state delegates, local representatives and sponsors. The first chapter celebrated its 10th anniversary in Chicago in 1952, during the first national convention. There are now 1,428 chapters in high schools and colleges, with membership of 38,000. Over 80 colleges maintain chapters to prepare sponsors. Twenty-five state conventions are regularly held, with contests in business spelling, public speaking, chapter albums and projects.

FBLA chapters work closely with businessmen and women, and many are co-sponsored by community business groups. Programs include: improvement of business knowledge and skill; school and community service; social activities; finance activities; and leadership training.

Public Support

The representative advisory council is probably the most important source of winning substantial community support. Examples of such help include cooperation in occupational surveys, in job analyses, in establishing work stations for cooperative work experience programs, in public relations, in job information, in providing resource personnel for classes, and in field trips.

An advisory council may consist of five to 15 members. The members, representing various groups, include business education department heads, office managers, school administrators, and business executives. Ideally, a council represents the interests of the business community as well as education. Also, the representatives speak for such organized groups as an area business teachers association, a chapter of the National Office Management Association, the Chamber of Commerce, the area manufacturers association, a chapter of the National Secretaries Association, the area personnel association; the school board and so on. If each group furnishes a representative, the council can have far-reaching potentialities.

Business educators have prepared young people for jobs as well as for more intelligent citizenship for many years.

Probably business educators should initiate organization of the council as a function of education. The council's work, however, should benefit business as much as the schools. Such problems as in-service and extension training, which fall within the council's province, should receive their share of attention.

Because the council normally meets only a few times a year, a steering committee should plan and carry out the spade work.

Examples of the purposes of an area advisory council are: to meet needs of business and education, to clear and disseminate information, to steer research on facts and opinions, and to recommend improvement of pre-service and in-service programs.

So that the work of the council will have far-reaching effect on handling actual instruction, it is proposed that each council meeting be followed by a conference or workshop of teachers on specific problems, subject matter and teaching materials.

Contributions

The early offering of penmanship and arithmetic was the first time in public education that skills and knowledges of general education were applied to vocational competence. This contribution became acceptable to both educators and employers and firmly established vocational preparation as a responsibility of public education.

Constant sensitivity to office needs has resulted in frequent additions to and adjustments of the curriculum. Sometimes this has been a pioneer effort, as in typewriting and shorthand. More often the office has taken the lead, with business education quickly adjusting. In both instances, a rapport has developed between school and employer that set a pattern for other kinds of vocational training to follow.

While the skills are most frequently regarded as paramount, one cannot overlook the need for related information. Business education recognized this long ago, and inclusion of information to add meaning and understanding to skills has kept pace with expanding skill offerings. Now, all areas of vocational education recognize this inseparable partnership.

Related knowledge or specific skills frequently contain elements of general educational value. Hence, as special skills and knowledge become important, they are adapted to the education of everyone. This is certainly true of business studies. Typewriting, filing and record keeping, normally taught for vocational purposes, is being increasingly offered in its introductory form for personal use. As such it becomes general education. Likewise, knowledge of business in an elementary form can be very useful for all. Hence, it would seem business education, instead of contributing to vocational education, is drawing something from it for general education. However, we should not overlook the broadened base of exploration such offerings make possible. Guidance into business vocations may well result from successful exploratory experiences. This is particularly true with respect to pupil interest, although evidence indicates initial success in exploring skills is not necessarily predictive. To the extent that exploratory opportunities increase, more vocational choices open up to pupils.

Another training area that grew out of business education is distributive education. Today we find this a separate branch of vocational training that little resembles the retail selling course that fathered it.

Reference has been made to how closely employers and educators work in business education. This is further evidenced in the expanding number of cooperative office work experience programs everywhere. While business education cannot claim to have been the first to conduct them, it has served in many communities to keep these programs alive because of their appeal. Frequent contact by this means keeps vocational education constantly before the employing community.

Recent contributions to vocational education are the reorganizing of clerical practice into a curriculum and telephone instruction on a national basis.

Business educators long have helped prepare young people for jobs as well as for more intelligent citizenship, but they must not stop here. They must continue to recognize the changes taking place in business and adjust accordingly. The future holds many implications for change in the existing educational pattern, both for vocational and general education. Automation in large offices will demand broader

(continued on page 104)

INVESTMENT IN SECURITY

By Arthur K. Getman

AVA Past President (1937) and retired New York State Assistant Commissioner for Vocational Education

EDUCATION FOR WORK is a vital investment in our nation's security and the well being of its citizens. It has enabled us to build a cluster of talents, loyalties and values that command wide assent; the supreme worth and rights of each person, moral responsibility of the individual, devotion to truth, respect for excellence, fraternity, equality before the law and freedom to work and to equitably share in the returns of work.

The goals for achieving such resources of the human mind and spirit in one's daily work and preparation for it deserve much more thoughtful and prolonged consideration than they usually attract. This is difficult because goals require an appraisal of basic beliefs about the meaning of purposive careers, the heritage of freedom, the significance of vast changes in American life, and the practical ways in which work can reveal deeper meanings and needs.

Fifty years ago our forebears had positive convictions about the goals for vocational and practical arts education that they sponsored. Recognizing that specific aims must change from decade to decade, they set their sights on what people need educationally and what common purposes and motives they possess.

Particular emphasis centered on the need for a feeling of security, of being appreciated and respected. People want work that gives them satisfaction. They want to share in setting the conditions under which they live and work. They respond to shared responsibility, tolerance, friendliness, fair play, open-mindedness and good will. They want to belong to enterprises larger than themselves to which they can be devoted and loyal. They feel deeply about a free conscience in making decisions in private and public affairs.

Reshaping the aims of education to achieve such wants means that youth and adults will realize a more satisfying life for themselves and for the community. Through the years teachers who have been dedicated to the supreme value of their work have come to understand that wants, activities, effort, feelings, thinking, factual evidence, habits, attitudes and values—all find expression in the *whole* pupil. To achieve such a coordinated experience curricula were set up to include vocational and practical arts subjects and, in common with all pupils, English, social studies, mathematics and science. This plan united general and vocational education.

Leaders and teachers created a spirit of harmony. Vocational offerings were made as suitable in scholarship and in meeting human needs as general courses. Recognizing what each pupil needs in his two capacities as a skillful and competent worker and as a participating member of the economic, social and civic life of the community has become a primary purpose. Thinking, deciding, valuing and doing are joined in creative learning. Thought guides the act, valuing weighs what is to be done, and a forthright decision unites one's best resources for action.

We now believe this is the way effectual character is built. Moral, prudential and efficient doing are based on thought and values. Situations do not arise labeled right, wrong or doubtful. Character is the most effective and reliable promise for proper future action or conduct. Accordingly a basic educational goal must be to build character embodying habits, attitudes, knowledge, skills, the values of moral stamina and ideals of the spirit. The rules of behavior a pupil lives by should come from values he regards as his own. Step by step education for work has become unique in providing motives and purposes that yield self-acceptance on the part of pupils. Indeed, laying stress on the importance and values of work has a greater effect than any other technique in binding the individual closely to purposive career goals.

Work is not only essential if we are to survive, but it is also a great creative and personal adventure. More than anything else it gives purpose and rhythm to life. Boredom in work can be overcome if its larger significance is recognized. As one philosopher said, "it is using a pickaxe to no purpose that makes a prison." We can do hard work if it is productive of a goal we prize or

promote. Some jobs have dull features, but creative jobs can be glorified by the values of human service. Desiring to leave the world a little better than when we began, most of us cannot be happy unless we are creating something or some service.

Cooperative work experience associates pupils with work, fellow workers, employers and our economic system. It yields new insights into human needs and how they may be met. It gives youth a chance to earn money and to know its value. The cooperative job offers opportunities to apply the skills and technical know-how studied in school, while it stimulates the young worker toward more effective study. Here the thinking-valuing-doing learning pattern is at a high level of efficiency.

Expanding Opportunities

We live in an era of unprecedented technical progress. Old solutions to human problems no longer suffice. Like the Founding Fathers who gave us the inextricable linkage of freedom and the higher values, we must forge within our schools an enduring bond between occupational competence and the talents of self-direction, cooperation, tolerance and good will. Education for work in the future must be judged not only in terms of doing skills and technical know-how, but also in terms of what pupils *are*.

Such a unity of purpose refines the means and lifts the goals of living. Worthy values are the outcome of clear reasoning, but their driving power stems in large part from the deeper convictions and emotional loyalties in the hearts of free people everywhere. The "pursuit of happiness" is a challenging phrase in the Declaration of Independence. Happiness is surely more than excitement, temporary pleasures or escape from boredom. Rather it is derived from the deeper levels of conscience, enduring inner assurance, faith and hope, and from the affection and respect of one's fellows. Such values require effort and sacrifice. In brief, happiness must center in long-range and creative goals. The measure of a personality is the mastery of self, a correct relation with others, and the sentiments with which one holds his supreme values.

Teachers may render an enduring influence in the lives of their pupils. For many, teacher understanding, sympathy and guiding interest are the greatest influences they know. Organized subjects and activities help pupils build values that give meaning and direction to their lives—wholesome respect for honest work, being one's self at his very best all the time. The thoughts and ideals of great minds in the past, the creative genius of living persons are shared. A helpful device is to have pupils make a list of what they want most in life—they write the goals and a plan to reach them. Most people go through the years without a plan. In their careers they leave too much to happenstance and to the haphazard turn of events. A true course depends on a clear sense of direction. As joy, growth and high adventure are found in work, today's job becomes a stepping stone to greater work.

Education for work must deal effectively with the goal of continuing growth in amount and scope to keep pace with the economic, social and moral implications of advancing technology. The vocational school should cooperate with community institutions to enrich the lives of pupils. Such a united effort will guide pupils in knowing and applying ethical values in their moral decisions and in their conduct. The school-community partnership will do much to help youth know and appreciate that values stem in large part from the spiritual convictions and ideals of our religious heritage.

We are justly proud of the character building resources of our schools. Already countless thousands of teachers of high moral and spiritual stature are creating a "tone" in the school environment in which they and pupils respond in thought, sentiment and action to such values as reverence in saluting the flag, friendliness, tolerance, open-mindedness, and esteem for the achievements, the beliefs and opinions of others.

The urgency that is upon us makes imperative a renewed effort to teach and live together the values that center in the inherent and supreme worth of each person and in the fraternity of the human family. In America we have the vitalizing goal and the promising hope that yield human dignity and diversity as inner strength against the deadly invasion of crippling power and the conformity of mind and spirit.

THE NOBILITY OF VOCATIONAL EDUCATION

WHO HAS NOT HEARD or read from time to time unfriendly words of those who teach vocational education and of vocational education itself? "Narrow, pecuniary, unliberal," are only three of the less sharp terms applied to the activities going on in the school shop, the farm project, the office-practice classroom.

Vocational educators have been able to stand their ground against criticism; they have flourished with it. Teachers of trades and teachers of skills have much to be proud of. Their work goes forward on high philosophic ground, under the benign sun of religious blessings.

Fifty years ago, John Dewey rejected the so-called lower position of vocational education. He defined a vocation as the direction of life activities which are significant to a person and useful to his associates. "To find out what one is fitted to do and to secure an opportunity to do it is the key to happiness," wrote Dewey. "A right occupation simply means," Dewey goes on to say, "that aptitudes of a person work with the minimum of friction to the maximum of satisfaction." Blessed is the teacher who assists the young of the land toward such satisfactions.

"Laborare est orare," said the Benedictine monks, and it would follow that those who teach the young to work teach them to pray. God is with the worker, the pious have proclaimed; and it would follow that He is also with those who teach people how to work.

It has been summed up even more briefly by Johannes Eckhart: "When saints become saints, they begin to work."

—BEN BRODINSKY in the *Teacher's Letter*, December, 1956.

50 Years of Progress in Distributive Education

THE STORY OF THE birth and growth of distributive education began in the evolution of distribution in America. With an exciting past, both are on the threshold of a dramatic future.

Mass distribution is peculiarly American. Dynamic free enterprise, fostering volume production must move an ever-increasing flow of goods and services into the hands of consumers to raise our high standard of living even higher.

When retail stores were small, employees learned the business directly from the employer. But, even before 1900, concentrations of industrial populations developed department stores and other large retail establishments. Personal contact between store owner and employee was lost and sales people had to learn their jobs through *trial and error.*

Expansion of the wholesale field paralleled the development of the retail field. As retail and wholesale businesses grew in size and importance the need for training of all sales and supervisory personnel became necessary.

EARLY RETAIL TRAINING

The first comprehensive investigation of retail occupations was made in 1905 by the Women's Educational and Industrial Union in Boston, a society for the advancement of women in industrial work. Conditions revealed by this investigation motivated Mrs. Lucinda Wyman Prince to establish classes in retail selling as a part of the society's activities. Within two years applicants for admission had to be turned away.

The principles developed by Mrs. Prince have greatly influenced vocational practices. Mrs. Prince felt the daily experiences of pupils must be the basis for the curriculum, that instruction should be largely individual, and that training should prove itself in practice on the job.

Scattered and sporadic efforts to develop retail training continued through the first two decades of the century. The Committee of Nine of the National Education Association recommended in 1903 that advertising be included in the high school commerce curriculum. Retail sales training, patterned on the original Boston plan, began in Providence, Rhode Island, in 1910. Two years later Mrs. Prince organized the first retail training cooperative program in the Boston high schools. By 1915 the National Retail Dry Goods Association created the position of education director, and appointed Mrs. Prince to it.

Fifty Years of Progress in Distributive Education was planned, coordinated and edited for publication by T. Carl Brown, North Carolina State Supervisor of Distributive Education and Dr. William B. Logan, Teacher Trainer in Distributive Education and Associate Professor of Education, Ohio State University, Columbus.

Contributors include Roy Fairbrother, Harold Shapiro, Samuel L. Caplan, Dr. Doris Willis, James Dorsey, Brice Cecil, H. D. Shotwell, Warren Meyer, Mary Marks, John Pope, Plasco Moore, Sam Caplan, Harry Applegate, Marguerite Loos, Dr. G. Henry Richert, Pauline Burbrink and Donovan Armstrong.

Below, left: A West Hempstead, N. Y., distributive education student dresses a mannequin. Right: San Francisco City College students work at a hotel desk, a part of their on-the-job assignment.

For the next few years, a few Chambers of Commerce, YMCA's and educational leaders, voiced interest in the need for sales training. In 1916, however, a survey of the nation's larger high schools showed that *only six cities* were offering courses in salesmanship: Cleveland, Newark, Buffalo, Baltimore, Boston and Pittsburgh.

NATIONAL INTEREST

The Federal Board for Vocational Education ruled that funds appropriated by the Smith-Hughes Act of 1917 could be used to reimburse states and, through them, local communities for both adult and cooperative courses in retail selling if the state plan for vocational education provided for such classes. This was intended to direct attention to the

Above: A Jackson, Miss., show card writing class. Left: Miniature display windows are used in training in the Texas program of distributive education.

need for retail selling courses and to stimulate schools to organize cooperative courses in store work.

The Federal Board continued to promote and stimulate interest in distributive education by employing special agents in the field, by cooperating with trade groups, by publishing bulletins, and by working with state boards of education. One result was the establishment of 49 cooperative programs in retailing in 20 different states. These programs were in cities varying in population from 5,000 to 7,000,000.

Another result of the Federal Board's leadership was wider experimentation in training on an extension basis for employed salesmen. Most of these efforts soon died, but a few achieved such success that permanent programs were established, notably in Wisconsin.

In 1931 Wisconsin's State Board of Vocational and Adult Education helped one school employ a specialist in salesmanship and distribution. This was so fruitful that ten cities in the Fox River Valley and the lake shore areas initiated this type of training during the next two years, jointly employing the same instructor—who was the first circuit teacher. The leaders in this project had three objectives: to develop and train adults employed in distributive occupations; to train teachers and thus expand the program; and to assist in establishing day programs in vocational schools. This plan, or variations of it, has since been widely followed in most states. Today, more than 70 such instructors are employed over the nation.

The functions of the Federal Board were transferred to the U. S. Office of Education in 1933 where programs continued over the years. Distributive education is now recognized as an individual member of the "family" of vocational education services with a distributive education bureau in the Vocational Division of the U. S. Office.

VOCATIONAL ACTS

Leadership of such men as Dr. Paul Nystrom and Frederick G. Nichols, and the pioneer work of many others won inclusion in the George-Deen Act of funds specifically authorized to promote and develop education for the distributive occupations. This was a milestone in the history of distributive education. An annual appropriation of $1,250,000 was authorized on a matching basis to states and territories for salaries and necessary travel expenses of teachers, supervisors and directors, and for teacher training in distributive occupational subjects. For the first time the program was recognized as a specialized field in a national vocational act.

Two states, California and New York, had state supervisors of business education when the George-Deen Act was passed. During the next five years, 33 more states employed supervisors of distributive education. Some became assistants to supervisors of trade and industrial education or business education, while others were coordinated with supervisors of the other vocational services. In 1942, seven of the 35 were assistants to trade and industrial education supervisors. Titles of distributive education supervisors varied. In recent years there has been a trend toward calling them supervisors of distributive education.

In the administration of George-Deen funds, the conditions and limitations of the Smith-Hughes Act are mandatory. Provided for are three types of distributive education classes, *evening extension* classes held during the non-working hours of distributive workers, *part-time extension* classes for distributive workers who could leave their jobs during regular working hours for training, and *part-time cooperative* classes for young workers on a combination school and employment schedule. The specific requirements for these classes are spelled out in *Bulletin No. 1, The Administration of Vocational Education,* published by the U. S. Office of Education.

This Chicago Tribune photo shows a Chicago public school DE student checking some merchandise in a store as part of his on-the-job retail selling training.

The Vocational Act of 1946, also known as the George-Barden Act, superseded the George-Deen Act. It increased federal funds for all vocational education services. The distributive education appropriation was increased from $1,250,000 to $2,500,000.

The Smith-Hughes Act continued in effect as the organic act governing conditions under which all federal vocational funds may be used. While crises were still to be met in federal appropriations for distributive education, the George-Barden Act did double the authorization. But it was not until 1956, ten years later, that the full appropriation was made available.

One factor limiting the early growth and large scale development of training for the distributive trades was a lack of trained teachers. To correct this, the George-Deen Act, although not making a separate appropriation for teacher training, did authorize using distributive education funds to prepare teachers. This is significant because growth of the program has and will depend largely on the availability of qualified, trained teachers.

Nationally, distributive education is administered through the Vocational Division of the U. S. Office of Education. The Distributive Education Branch, originally the Business Education Service, has responsibility for conducting the professional aspects of the work. A director and four professional workers assigned to four geographical regions help promote new programs and research.

Before a state could use its allocated funds, it was required to prepare a state plan. Basically, the state plan is an agreement between the state board of education and the U. S. Office of Education. It specifies the kinds of classes and qualifications of teachers for whose salaries reimbursement will be made, stipulates the duties of the state supervisor, and outlines the program of teacher training.

THE COOPERATIVE PROGRAM

In 18 years the cooperative part-time program has grown at a phenomenal pace. At the end of the first year under the George-Deen Act 15 states reported cooperative part-time programs in operation. Although sound retail work experience programs existed in several large cities it was not until the George-Deen Act that such programs expanded on a state-wide basis. In the second year the number of states offering distributive education rose to 25. At present, 50 states and territories have programs.

Meanwhile, the total number of teacher-coordinators, as reported to the U. S. Office of Education, increased from 161 in 1938 to 1,111 in 1954-55, a gain of 650 per cent (See Figure I.)

When it is considered that few trained teachers were available at first and relatively few institutions offered training in distributive education, growth has been extraordinary.

Enrollment of students in the cooperative part-time program has also had a steady growth except for a period in the early 1950's when federal funds were sharply curtailed.

Table I shows the rapid growth in enrollment in cooperative programs from 3,600 pupils in 1938 to a peak of 34,972 in 1952. With the gradual reinstatement of federal funds, enrollment reached to 30,841 in 1955.

Two problems confront the administrator in operating an efficient cooperative program: finding sufficient qualified trainees for a class and locating satisfactory training stations to provide the work experience. The solution was relatively simple in large cities, which probably accounts for the early establishment of the program in Des Moines, Cleveland, Cincinnati, and Dayton. As state supervision became available, expansion into smaller communities became possible.

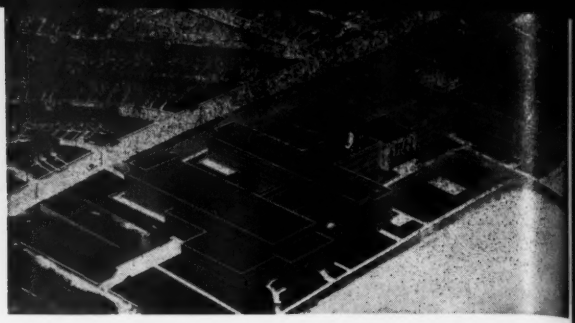
The cooperative program is offered under several plans. Both one-year and two-year courses of study are now in operation, although increased emphasis is currently given to the two-year plan. Within the last few years the increasing interest in training beyond the high school has taken root. As a consequence, community and junior college courses with terminal objectives have been established on a cooperative basis. Many prepare junior executives for business.

In earlier years nearly all cooperative part-time pupils were placed for work experience in retail establishments. But recently, placement expanded to jobbing, real estate, wholesaling, business services and various types of outside selling.

During this growth, state supervisors have faced the problem of establishing programs in more schools, recruiting and training teachers and developing an adequate curriculum. Experimentation, adaptation and adjustment to local needs have characterized the development of the curriculum and improved methods of teaching. The pattern of instruction has become more comprehensive and the subjects have been adjusted to meet the training needs. Thus, supervised individual instruction, as well as group instruction covering elements common to the entire field, has been effectively used. Training films, role-playing, job an-

(continued on page 62)

Distributive education coordinators participate in a Visual Aids Workshop, The Women's College, N. C. University. R., In Louisville, Kentucky, a DE student working in a gift shop, courteously helps customers make their selections.



At left is the old Ottmar Mergenthaler School of Printing in Baltimore, Md. In 1951 it was replaced by the plant on the right, the Mergenthaler Vocational-Technical High School, representing an investment of $8,000,000, which offers 40 courses for more than 2,000 pupils. Baltimore also has another new school, the Carver Vocational-Technical School.

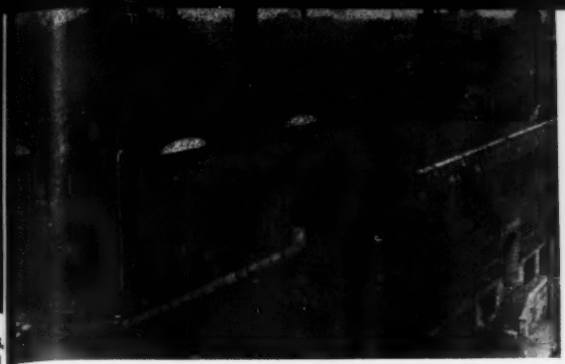
vocational schools

OLD and NEW

One of the newest developments in vocational education is the area vocational school. Opposite are the decentralized buildings of the Oregon Technical Institute, situated on a 822-acre campus.

The area vocational school in Abingdon, Va., above, offers something quite unique in the way of construction history. Beginning in 1939 with 4,400 square feet, the school now boasts a plant valued at $300,000. The 29,350 square feet of classrooms and shops which have been added were for the most part constructed by the school's building trades students.

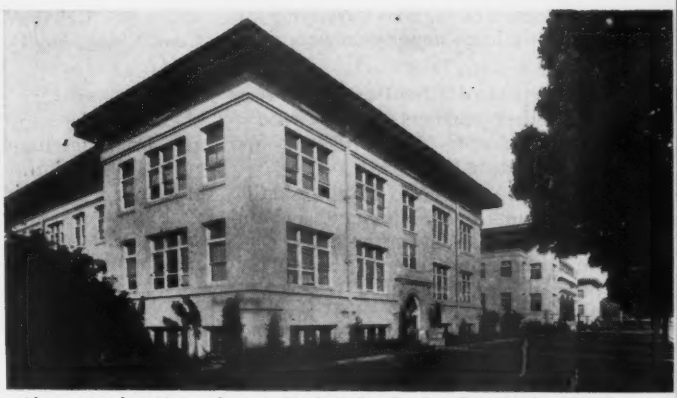
The F. T. Nicholls Vocational School for Girls, below left, built in 1913 in New Orleans, La., housed one of the earliest of the vocational training programs made available to girls. Continued interest in trades training for women in industry, led the city to provide new quarters for the program in 1936, r. The school is now named L. E. Rabouin Vocational High School.



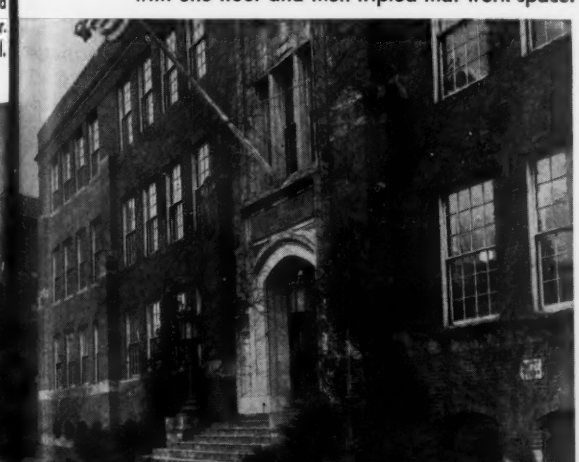
When the Hammond Technical Vocational High School offered training to the people of Hammond, Indiana, in the early decades of the century, it was in the drab, dark building above, a dramatic contrast to today, below.

Above is the Emily Griffith Opportunity School which first served the young people and adults of Denver, Colorado. Below is the new school, completed in 1956, which bears the proud title of the school: "for all who wish to learn."

Below is the Boston Trade School, which started with one floor and then tripled that work space.



Above is the Manual Arts High School, the first high school in Lo Angeles, Calif., giving emphasis to industrial education. It was use until about 1933, when the modern structure below was built to hous business, homemaking, agriculture, DE and T & I educational training



alyses, merchandise manuals and field trips are used extensively.

To increase the practical nature of the instructional program and to aid in developing a business atmosphere in the classroom, store units have been built into classrooms in a number of states. Impetus was given to the movement by the Sears-Roebuck Foundation, which has installed model store units in one or more communities.

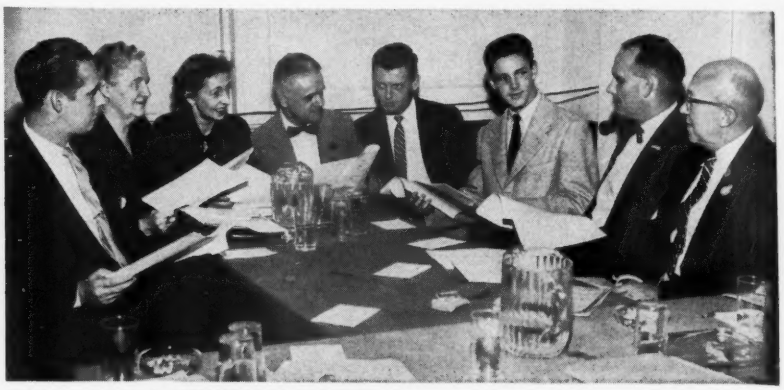
Many educators have long recognized the values inherent in distributive education which combines classroom study with practical training under actual employment conditions. Through the years the instructional program for cooperative part-time pupils has steadily gained the respect of school administrators and other teachers. *The Ten Imperative Needs of Youth*[1] puts first the following:

"All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledges of their occupations."

Distributive education graduates remain in distribution. Follow-up studies indicate that in general they are paid higher wages on entering full-time employment and earn promotions faster than other employees. A five year study made at New Albany, Indiana, disclosed that of all graduates out of school one to five years during that period, 80 per cent were still in distribution. In Oklahoma, 91 per cent of the distributive education graduates declared that they could not have done as well on their present jobs without training and 81½ per cent of that group planned to remain in distribution. Of 4,500 graduates in Massachusetts, 350 were found to own and operate their own businesses while many others are store managers, buyers, department heads, fashion coordinators and merchandise managers. One is president of one of the largest specialty shops in Boston. Although most high school graduates who take distributive education go directly into business, many of them take additional college training first. In North Carolina 12 per cent of the graduates entered four-year colleges, most of them to take additional training in retailing, merchandising, advertising or business administration. In some instances, distributive education graduates have completed professional training in colleges and are now employed as teacher-coordinators in the program.

[1] *Planning for American Youth*, Education Policies Commission, Washington, D. C. National Association of Secondary School Principals, 1944, p. 43.

A DE student, New Hanover High School, Wilmington, N. C., does advertising layouts for a large department store there.



DE leaders at the '55 DECA Convention: George Stone, first Executive Sec.; Helen O'Donnell, Conn.; Mildred Cassidy, Wyo.; T. R. Petty, Tenn.; James Horan, Va., Conv. Chmn.; Roy Horton, '55 President; B. W. Cecil, Texas; W. G. Slattery, N. C.

THE ADULT PROGRAM

Nearly all adults reached by the distributive education program are full time employees, junior executives or managers. They usually gain immediate as well as permanent benefit from training. Courses are designed to upgrade skills, knowledges and attitudes. Many persons in distributive education, as well as those in the distributive field, regard adult work as the program's most effective phase.

Growth in enrollment of adults has been superb. As Table I indicates organization of adult programs began immediately after funds were made available in 1938. Enrollment has gone up steadily except for two periods. The first decrease reflects the shift to defense activities in the early years of World War II; the second was an immediate result of the cut in federal funds in the early 1950's. The climbing enrollment since the early 1950's reflects the gradually increasing amount of federal funds available. There is every reason to expect rapid increases following the 1956 appropriation of the full amount of funds authorized in the George-Barden Act.

A comparison of enrollments in the cooperative part time program and in the extension program (Table I) shows adult enrollment to be far greater and more immediately sensitive to the amount of available funds.

The trend of course offerings for adults has been toward specialization. Most early courses were very general, such as salesmanship. Today's are pin-pointed. This trend has been paralleled by the organizing of more classes for specific groups, according to their occupational duties. Class enrollments in such areas as credit management, display, home furnishings, and informative selling, have grown tremendously. This has improved the quality of vocational training because it has been possible for the teachers to stress very pertinent problems.

Generally, most adult courses are short, intensive, and terminal, running between 10 and 12 clock hours. Some highly technical and difficult subject areas require longer courses, but the concentrated offerings, beamed at highly specific subjects or problems, predominate. To make these courses more effective, distributive education personnel have

learned to use the services of Education Advisory Committees from trade groups as a reliable means of determining instruction.

Some states have experimented with long range curricula which enable enrollees to work toward certificates of achievement for defined courses of study. No standard pattern has been followed nationwide in this regard, and it is still in the developmental stage.

Various plans have been followed in implementing the adult program. Some states retain primary responsibility for the extension program. Others have decentralized it to local boards of education. Still others use a combination of these plans.

Most state level services to adults are rendered by traveling or itinerant instructors employed by the state boards of education or through state-owned colleges and universities. Some instructors conduct general courses, but here again a trend toward specialization has been stimulated by trade association groups that support the creation of tailored educational programs. In many states traveling instructors handle a great part of the enrollment.

Another development for which state administration is primarily responsible is the establishment of management institutes for trade groups. Such management institutes are often held in cooperation with colleges and universities, but the state board of education is sometimes the sole sponsor. Institutes organized on an all day basis, for from three to five days, are effective and popular.

Probably the greatest adult enrollment growth can be attributed to decentralization of the responsibility to local boards of education. In many large cities local boards employ supervisors who recruit and train hourly rate instructors from business to teach courses part time. In smaller communities teacher-coordinators who conduct the cooperative part time program also handle the extension program. Although most instructors are on a part time basis, persons from the business field who are occupationally qualified and educationally trained are employed full time to teach basic courses and specialized courses for which their own occupational backgrounds prepare them.

During World War II, supervisory training in industry became almost a necessity for survival. Distribution was hard hit for manpower. It was necessary to get results from a limited and often poorer quality of salesperson. Therefore, the technique of human relations, job instructor training and job methods improvement were adapted and carried over into the field of distribution. Courses in these techniques have enjoyed a steady enrollment ever since.

Wartime regulations, shortages and restrictions required distributive education to change its teaching to fit the situation. Information on the special regulations, techniques of substitute selling, and how to maintain the morale of harried and impatient customers came to the front. Distributive education again showed its adaptability to the current selling situation and performed vital defense services.

TEACHER EDUCATION

Prior to the passage of the George-Deen Act there had been little demand for distributive education teachers. Efforts to train them had been haphazard. In 1932 only four institutions of higher learning were offering teacher education in distributive subjects, having added professional or technical courses to existing curricula.

The George-Deen Act gave impetus to teacher education. It not only provided funds for such education but assured employment opportunities to graduates. Among the first institutions of higher learning to establish teacher education in the distributive occupations were the Richmond Professional Institute of the College of William and Mary and Oklahoma A & M College. Shortly after, a score of colleges and universities in as many states began to offer relatively standardized summer session courses designed to prepare teachers.

At the first National Training Conference on Distributive Education, called by the U. S. Office of Education in August, 1939, a pattern was established for the distributive education teacher's job. In addition to being occupationally competent, the teacher would be expected to demonstrate qualities and skills found in both the good conference leader and the traditional classroom teacher. These criteria were accepted as a guide for the various teacher education institutions, itinerant programs, and in state and local in-service training conferences.

At a second national conference, called in May, 1948, in Washington, D. C., by the U. S. Office of Education, teacher education was again a major topic. The committee on teacher education made analyses of the job of the teacher-coordinator, the extension teacher, the supervisor and teacher-trainer. Pre-service and in-service courses were recommended for all distributive education personnel.

Early in World War II, an adaptation of one of the training within industry courses — job instruction training — was made to prepare supervisory personnel in retail stores and store managers of small businesses to train new employees. A chain-of-command teacher training program, started by the U. S. Office of Education, reached state supervisors, teacher-trainers, evening school instructors, teacher-coordinators, and finally over half a million retail store supervisors and managers.

In the early years program promotion had primary emphasis. Teacher education had been directed to in-service education for instructors recruited from other vocational services, from the field of distribution and from the ranks of general education teachers with sales experience. In the post-war years, with more funds, it became increasingly clear that qualified teachers must be provided in greater numbers.

Four-year curricula, initiated in many colleges and universities, included practical job experience, practice teaching in both cooperative and adult classes, work with student clubs, and participation in educational conferences and occupational surveys.

Decreased federal appropriations during the early 1950's curtailed this work. Expenditures for supervision and teacher-training dropped from 22 per cent of the total expenditures for distributive education in 1948 to 16.2 per cent in 1955. The current shortage of teachers may be attributed partially to retrenchment during that period.

According to statistics summarized by the Division of Vocational Education, U. S. Office of Education, there were 1,733 persons enrolled in distributive education teacher-training programs for the year ending June 30, 1955. Pre-service teacher education accounted for 775, while formal in-service classes and workshops showed a total of 958 in training.

Encouraged by recent Congressional support and U. S. Office of Education leadership, state supervisors and teacher trainers are looking again at teacher training to provide more and better trained teachers for both extension and part time programs. Two recent publications of the U. S. Office of Education, *Selecting and Training Part-time Instructors*, and

Left: Students at the William Penn Senior High School, York, Pa., study salesmanship through demonstration sales. Above, members of adult restaurant training class, Waikiki, Hono.

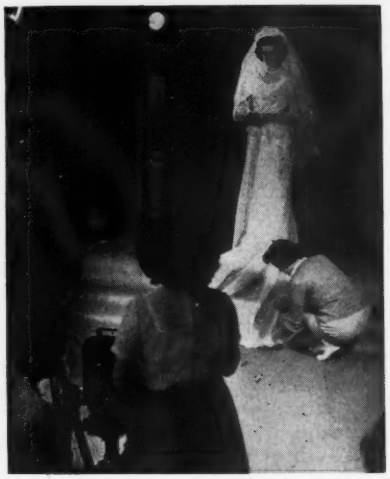
Guide for Part-time Instructors, of which 2,400 copies were sold in the first few months of publication, indicate increased interest in teacher training. More school administrators also show more interest in establishing cooperative part-time programs. Teacher education staffs are challenged to find and train more qualified persons for these jobs and to prepare teachers to coordinate more effectively in-school and on-the-job instruction and experience.

INFLUENCE ON SALES TRAINING

Formal or organized training has not been traditional in distributive occupations. Even today, with huge department stores, variety stores and supermarkets, most retail outlets are still small. Owners and managers of these retail units learn the business over a long period of years. They tend to believe experience is the only successful teacher in their field. The value of organized training thus had to be proved.

Although immediate results of the program are difficult to measure, more and more store managers have become convinced such training pays off. From the cooperative program come numerous reports of students maintaining better sales records after a few months than most salespersons after several years of experience. Many trainees became junior executives, buyers and store managers by the time they finished high school or shortly after.

The adult program, in some controlled experiments, demonstrated that sales could be increased through planned training. Many persons from the distributive occupations, trained as teachers, have gone back into the field convinced that training pays dividends. Part time instructors recruited from business



At the Eugene Vocational School, Ore., DE students learn how to pose a model for advertising display and promotion.

have been given help in developing courses and in teaching them. The "J" courses, taught widely to supervisors, junior executives and managers late in World War II, demonstrated that teaching could be effective and that supervisory techniques and human relations could be improved through such training.

Gradually, medium and large size stores began adding personnel departments and training directors. Trade associations, too, began to assist in organizing training within the field. The influence of distributive education probably is largely responsible for the continued growth of interest in training and education by distributive organizations.

More colleges now offer major fields of work in retailing, advertising, business management and personnel management. Many courses have been offered in conjunction with new departments of teacher-training. The trend is definitely toward expansion.

Little work has been done for manufacturers' representatives or for small manufacturers in expanding the market for their products. This is a challenging field, yet to be developed.

TRADE ASSOCIATIONS

Trade associations, especially those in the field of retailing, have played an active part in the growth and development of distributive education since its early days. Shortly after appointment of the Federal Board for Vocational Education, trade associations began asking aid from the board in developing instructional materials. They cooperated with the board in developing bulletins as guides. The good working relationships maintained by the Federal Board were continued by the distributive education staff of the Office of Education. Training programs have been jointly developed. Interest in this work has spread from national to state associations, to local groups and to individual merchants.

Early distributive education courses were essentially of a general nature because a single occupational category did not attract large enrollments. As distributive education grew, local and state organizations began to note the potential value of services to their particular clientele. These groups began to sponsor specialized training for their own fields. Since World War II, state distributive education people as well as Office of Education personnel, acquired sufficient experience in the field to be of invaluable assistance to these organizations in planning curricula for specific needs. Also, these staff members were in a position to recruit, train and employ instructors who could "talk the language" of the association members and do an effective training job.

These associations, however, have become vitally interested in the high school cooperative program only in the last few years. National as well as state associations have donated instructional materials, scholarship offers and advisory service to teacher-coordinators and students interested in specific occupational areas unique to their interests.

This helpful attention has also made itself felt in legislative support through information passed on to national and state legislative groups about the need for and the value of training in the distributive occupations. Nearly 40 years of experience has demonstrated that vocational education, including that phase which seeks to improve distributive workers, can help trade associations and industry groups develop and implement effective educational programs which up-grade workers, improve job performance and increase job satisfaction.

PROFESSIONAL ASSOCIATIONS

At the 1946 AVA Convention, state supervisors of distributive education elected a committee to draw up a constitution and by-laws for its own organization, the National Association of State Supervisors of Distributive Education (NASSDE). This constitution was adopted by the State Supervisors of Distributive Education attending the AVA Convention in St. Louis, December, 1946, and the first slate of officers was elected. Since then this organization has actively functioned.

Since the beginning of the program, distributive education personnel have been members of other divisions of the AVA. One of the first projects of NASSDE was to gain recognition of distributive education as a division of the AVA and, as such, to have a vice president. The application received favorable action by the Executive Committee, and the first vice president for distributive education was elected at the AVA Convention in 1947.

Formation of NASSDE and AVA recognition have done much to strengthen and identify the total distributive education program. By 1954 the program was so staunchly established that the AVA presidency was entrusted to a distributive education leader. During his tenure, the AVA Executive Committee approved a distributive education policy and planning committee and established

T. Carl Brown

Roy Fairbrother

William B. Logan

a budget to financially support its activities.

The American Vocational Association has always taken every step to promote, encourage and strengthen distributive education.

DECA

The Distributive Education Clubs of America were a spontaneous development on the local level. When cooperative programs in distributive education were first becoming widely established, between 1937 and 1942, students in many schools organized clubs. Class members organized for social activities which they would normally miss during the afternoon. Their common interests, their need for social and professional development, and the urge to "belong" were basic reasons for the widespread formation of such groups. Various names for these clubs such as Future Retailers, Future Distributors, Distributors, Future Merchants and Distributive Education Clubs, were adopted.

The "soft lines" room at Long Beach, Calif., City College accommodates men's, women's and children's wear.

Local clubs invited clubs in nearby cities to visit their meetings. Between 1941 and 1944, a few states held statewide meetings of distributive education clubs. Several had organized state clubs by 1945 and were sponsoring state conventions. About this time the idea of a national organization took form, and a national convention was planned.

The U. S. Office of Education invited a committee of state supervisors of distributive education to meet in Washington in 1946 to plan for the national organization and to prepare a tentative constitution. The first national club meeting was held in Memphis, Tennessee, in April, 1947, when delegates from 12 states unanimously adopted a resolution to form a national organization. The idea was endorsed by the National Association of State Directors of Vocational Education. Officers were elected and committees were appointed to prepare a charter and a constitution for consideration at the next convention.

The second national convention, St. Louis, Missouri, 1948, adopted a constitution and an official name—The Distributive Education Clubs of America – DECA. Seventeen states were accepted as charter members: Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia and Washington. The first issue of the *Distributor,* the national publication of DECA, was presented.

There was no official leadership for the club other than the National Association of State Supervisors of Distributive Education. The NASSDE president appointed a National Advisory Committee to provide interim leadership. At an incorporation meeting made up of state supervisors and sponsors of affiliated clubs in 1949, the board of trustees of the Distributive Education Clubs of America, Inc., was elected to serve as its legal head. Thereafter, the Board of Trustees appointed members of the National Advisory Committee on a rotating basis. DECA was chartered under the laws of Virginia in 1950.

The American Vocational Association had followed with keen interest the growth of the Distributive Education Clubs and on December 1, 1950, by vote of the House of Delegates, became the official sponsor.

In 1951 a national headquarters was established, the DECA Founda-

tion was formed and many other activities were launched to promote youth leadership programs. The first executive secretary was employed in July, 1953, and national headquarters have been located at 1010 Vermont Avenue, N. W., Washington 5, D. C., since then.

Many national, state and local business organizations have become interested in the clubs. Some have offered financial aid. Initially, funds and moral support came primarily from the Sears-Roebuck Foundation. Through the years this organization has continued its interest in DECA. DECA's national headquarters is continuing to enlist support and cooperation from education and business organizations. Progress is being made toward the establishment of the DECA Foundation to support and expand its program of work. All indications point to continued growth and development of the clubs.

At present 27 states and Puerto Rico are affiliated with DECA. Ten other states have expressed intentions of affiliating within a few years. Although professional personnel must necessarily be responsible for organizational details, DECA continues to be as it began—a "grass-roots" organization. Through the local, state and national organization, the program of work develops leadership ability, professional attitudes, citizenship and character.

THE FUTURE

The future of distributive education is inextricably bound to the future of distribution. It will become as important as distribution is important; it will be as complex; and instructions will become as technical. Distribution is highly individualized; thus, it is less adaptable to automatic processes than production. So it becomes possible for large scale agricultural and industrial operations to yield a steady flow of products at a much lower cost than distribution. Because items produced and packed automatically must be financed, unpacked, stocked, displayed, and sold as individual items or by the carton, more people are involved.

Though the rapid growth in distributive employment has occurred since 1900, it is apparently not a temporary development. Reporting for the National Bureau of Economic Research in *Distribution's Place in the American Economy Since 1869,* published in 1955, Barger states:

"'1. Between 1930 and 1950, the fraction of the labor force engaged in commodity distribution (i.e. retail and wholesale trade) rose from one worker in eight to one worker in six; between the same dates, persons engaged in commodity production (i.e. agriculture, mining, and manufacturing) underwent a relative decline from one-half of the labor force to two workers in five.

"2. Despite uncertainties in measuring output in trade, we may say that output per man-hour rose by about one-fifth between 1929 and 1949; in agriculture, mining, and manufacturing combined, it rose by two-thirds.

"'3. Distribution cost, measured as a fraction of the retail value of commodities, remained remarkably stable."

It is, therefore, obvious that the smooth flow of our mass-produced product to millions of individual consumers will depend on the increasing attention we give to efficiency in operation and in individual performance of workers. Such attention portends rapid expansion in distributive education. Especially significant is the emphasis that must now be given to the human aspects of training. Human relationships are the key to the distributive process; because, basically, distribution is more human than mechanical in nature.

CHALLENGES

Distributive education faces exciting challenges in the years immediately ahead. Some challenges grow out of changes in our expanding economy, some out of improved methods and forms of distribution, some out of the increasing maturity of the program itself, and some out of changes in basic educational philosophy. Regardless of source, these challenges can be broadly stated here.

Public acceptance. A new field of education, lacking public understanding, usually suffers growing pains over a considerable period of time. This statement is generally true, regardless of the merit of any given field of endeavor, and distributive education is no exception. How can distributive education be presented to the public in terms of the career opportunities it offers youth and in terms of its true worth to our national economic life? How can professional distributive education personnel be welded into a working unit in the public relations program? To such questions as these, distributive educators are challenged to find a satisfactory answer.

Leadership. Leadership, lay and professional, is the driving force behind any vocational program. By and large, the quality of that leadership in distributive education is determined by the wealth of its practical experience in distribution, in education, and its technical and professional training in the field. States and local communities must find qualified leaders who possess physical and emotional maturity, breadth of vision, imagination, driving power, and other leadership qualities which will enable them to envision the job ahead and get it done. These people must be adequately paid.

Identifying the movement. A social or political movement can be properly understood and its merits judged fairly only when it has been clearly identified in the mind of its public. Only then is it in position to render its full measure of service.

Distributive education has been the object of considerable misunderstanding because it has not always been accorded a clearly defined identity in the nation, in the states, and in local communities.

(continued on page 111)

Here DE coordinators studying teaching aids learn advantages of the teletrainer.

50 Years of Progress in Home Economics Education

DURING THE PAST 50 YEARS many aspects of the development of home economics education in the United States have been strongly influenced by vocational leaders who have devoted their lives to a study of the problems of homemaking and ways in which new knowledge of the arts, physical and biological sciences, the technological developments and the social sciences may be so applied that increasing satisfaction in home living results.

This phase of education entered the public schools as domestic science and domestic art with the manual training movement. Previous to 1906, it was largely cooking, taught both as an art and a science, and needlework, including clothing construction.

EARLY BEGINNINGS, LEGISLATIVE INFLUENCE

The early developments in home economics education were scrutinized by educational leaders who attended the Lake Placid, New York, Conferences held annually from 1899 to 1908. These leaders were convinced that too little was being done in education to improve home and family living. Promoted by Mr. and Mrs. Melville Dewey and Ellen H. Richards, a sanitary engineer at Massachusetts Institute of Technology, these conferences attracted the participation of such leaders for chairmen of committees as Caroline Hunt, Abby Marlatt, Marion Talbot, Helen Kinne, Mrs. Alice Norton, Anna Barrows and Isabel Bevier. Their deliberations covered school (elementary, secondary, vocational) and evening college and university programs, and the training of teachers. Home economics was defined by the Lake Placid Conference participants and later replaced the terms domestic science, domestic art, domestic economy, household science, and household arts. In their last conference in 1908 this group endorsed the David Bill, then in Congress, designed to give national

Dorothy S. Lawson

Martha Creighton

In 1896, domestic science was offered at Robinson Seminary, Exeter, N. H. The program then consisted largely of instruction in cooking and needlework.

Fifty Years of Progress in Home Economics Education was planned, coordinated, and organized for final revision by Martha Creighton, Professor, Home Economics Education, Virginia Polytechnic Institute, Richmond, Va., and Past President, AVA.

Contributors to this history were:

Florence Fallgatter, Head, Home Economics Education, Iowa State College, Ames, Iowa

Beulah I. Coon, Research Specialist, Home Economics Education Branch, U. S. Office of Education

Druzilla Kent, Head, Home Economics Education, University of Tennessee, Knoxville, Tenn.

Mary Lyle, Professor of Home Economics Education, Iowa State College, Ames, Iowa

Eva W. Scully, Arizona State Supervisor of Home Economics Education, Phoenix, Ariz.

Louise Norton, Director, Home Economics Division, State Teachers College, Plattsburg, N. Y.

Ruth Stovall, Alabama State Supervisor of Home Economics Education, Montgomery, Ala.

Lois Oliver, National Advisor, FHA and NHA, Washington, D. C.

Mildred Weigley Wood, Consultant in Adult Family Living Education, Phoenix Union High School and Phoenix College, Phoenix, Ariz.

Rosa Loving, Virginia State Supervisor of Home Economics Education, Richmond, Va.

Reader-editors included:

Edna P. Amidon, Director, Home Economics Education Branch, U. S. Office of Education, Washington, D. C.

Dorothy S. Lawson, AVA Vice President for Home Economics and Chief, New York State Bureau of Home Economics Education, Albany, N. Y.

financial assistance to the teaching of home economics.

Although federal aid for home economics in school programs was not made available until 1917, education for the home had been authorized and often financially aided by some states since 1901. In 1914, when the Commission on National Aid to Vocational Education made its report to Congress, 23 states had provided for the teaching of household subjects in industrial, vocational or rural agricultural schools. Elementary, secondary and evening schools were all mentioned in the laws of some states.

Much of the credit for the continued growth of home economics is due to the financial support and the setting of standards for the operation of the program through the various federal acts. Another impetus was the cooperative development of policies and procedures between the federal staff and state and local personnel.

The Smith-Hughes Act had for its controlling purpose "to fit for useful employment" and stated that the educational programs should be designed to "meet the needs of persons over 14 years of age who are preparing for, or who have entered upon, the work of various occupations." These provisions had very significant results. First, the attention which was focused upon the vocation of homemaking stimulated a better understanding of the educational needs of homemakers. Second, the program was not confined to high school classes; instructional programs for adults became an integral part of the public school program.

The concept of homemaking as a vocation was one of the most significant results of federal legislation for vocational education. This concept led to the formulation of the purpose of the educational program to be developed as one designed to "improve the quality of family life through the more efficient development and utilization of human and material resources."

With the encouragement that resulted from the appropriation to the states of the relatively small allotment of Smith-Hughes funds ($600,000—1/5 of the appropriation for trade and industrial education) the number of schools offering home economics for girls 14 years of age and over increased from 209 reimbursed units in 1918 to 276 in 1919. By 1919 this number had increased to the point that it justified the employment of 29 full time and 24 part time supervisors. In 1918, 60 institutions were approved for training teachers, and by 1920, 85 were approved.

A 1919 publication on *Survey of the Needs in the Field of Vocational Home Economics Education* listed these basic teaching aspects of the program: the care and feeding of children; the care of the house and its equipment; the selection, preparation, and serving of food; the selection and care of clothing (and to some extent its actual construction); and the care of the health of the family. This bulletin states that about one in four public high schools offered home economics in 1915-16 and one out of six pupils were enrolled in the courses.

At the end of the first 12 year period of vocational education, the states and local communities were spending up to $7.00 for every dollar of federal money for home economics. In 1929, when the first supplemental George-Reed Act was passed, a sum of money was designated specifically for the further development of home economics education.

Operating home economics under the provisions of the trade and industrial program for the first 12 years of vocational education, schools maintained an instructional program of one-half of each school day. In order to satisfy this requirement, class work in related art and related science was recognized. Time devoted to home projects was also accepted as part of the half day.

Revised policies for administering home economics under the later Acts made it possible to adjust high school schedules to better meet the needs of students.

The half-day requirements were waived by some states and more emphasis was given to application of learnings in the home through home projects. Teacher-pupil conferences were also made possible through scheduled conference periods each day and through extended employment of the teacher beyond the regular school year. Early efforts were made to provide organized homemaking instruction on a part time basis for young people who had dropped out of school. Vocational assistance also stimulated the organization of adult programs in homemaking. Thus it was possible to extend home and family life education to all in the community who could profit from it.

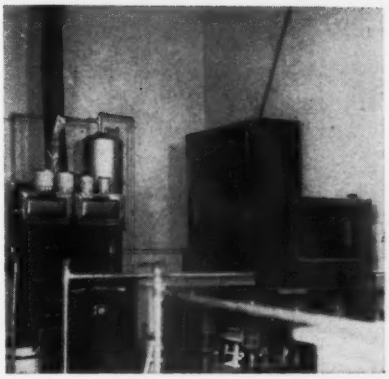
In the corner of the living-dining area, St. Petersburg, Fla., Senior High School, a mother, daughter and teacher plan together for the student's home experience. Home-school cooperation marks the home economics education program throughout the nation and contributes to its practical and realistic approaches to the home.

Vocational education has been fortunate in the vision and foresight of its pioneer leaders in home economics education. Josephine Berry, Anna Richardson and Adelaide Baylor, the three early chiefs of home economics in the federal agency, along with the field agents, Alice Loomis, Louise Stanley, Genevieve Fisher, Mabel Campbell, Edith Thomas, and Florence Fallgatter, very largely shaped the nature of the vocational program in home economics as it is known today.

In order to participate in the benefits of funds provided by the federal acts, the states have been required to prepare plans periodically for the vocational program for which it pro-

YESTERDAY

The foods laboratory at Oregon Agricultural College, Corvallis, 1915, was typical in equipment and facilities. At that time, 23 states provided for instruction in household subjects.

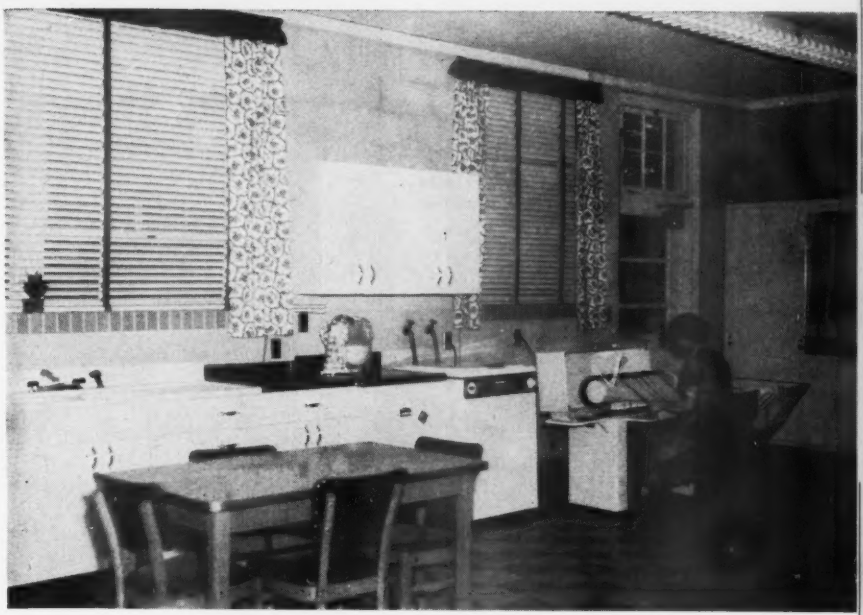


LATER

Home type kitchen equipment was used in home economics laboratories years ago, just as it is currently used.

TODAY

A classroom-workroom today is well planned and inviting with flexible space for individual and group work. This type of unit is prevalent in the modern home economics education program.



poses to use federal funds. These plans and an annual report on the work accomplished and the receipts and expenditures of money must be submitted to the administering federal agency. These two provisions have led to continuous systematic planning and reporting. The official records of the vocational programs, state by state, and year by year, constitute one of the most valuable assets of vocational education in this country.

With the passage of the George-Reed Act in 1929 provision was made for an agent on the federal home economics education staff for studies and investigation. This marked the beginning of an organized service in research to the states and stimulated the inclusion of research studies at the state level to answer many questions relating to home and community needs, curriculum, supervision, methods of teaching youth and adults and teacher education.

Continuous planning has made continuous evaluation a necessity, and the two processes have made possible further development of the program. Regularly revised in relation to changes in society and in education, the program in recent years has been based upon a clearer understanding of needs of individuals and families. A significant outcome which should be of interest to those who fear the standardizing effect of federal legislation upon local schools is the fact that wide variations among the homemaking programs that are operated in the several states have developed through the years. Programs that are based on careful studies of state and local needs will, of course, vary in character. Home economics programs are readily adapted to changing needs.

Thus many of the advances in home economics education have been due, in large part, to the broad policies adopted for the administration of vocational education. This has resulted in a sound, comprehensive program of supervision, a nationwide program of teacher education (with at least one institution in each state offering a broad program for training teachers of homemaking for vocational schools and classes), a close relationship between the pre-employment and in-service training of teachers, a leadership training program growing out of state, regional and national conferences and research projects, and a steady growth in enrollments.

This brief view of the early beginnings of home economics education and the influence of national legislation upon it is essentially the story of the birth and development of the vast network of vocational home economics programs. Throughout the years they have growing financial support on all levels of our government from local to federal.

In 1955, a total of $49,112,538.27 from all sources was expended for administration, supervision and teacher training, and the instructional needs of the program. Of this amount, $7,700,881.16 was from federal sources. This figure alone shows the scope of the current program when it is compared to the 1917 federal allotment of $600,000.

GROWTH OF THE PROGRAM

Vocational home economics, therefore, brought a new impetus to carrying out the dream of the early leaders. From emphasis upon a limited number of skills, home economics has grown in scope to serve the present day changing needs of homes and families. As families have become consuming rather than producing units, the vocational home economics program has kept pace. Skill in selecting food, clothing, and furnishings, proficiency in managing finances, the use and care of the possessions of the family have been emphasized as needed. As production of goods by the family has declined and the psychological function of the family has become more important, increasing attention has been given to understanding people of all ages and to the practice of successful family relationships.

While broadening the scope of its program and increasing the breadth of its clientele, it has also been growing in size. The enrollment figures tell an astonishing story. In 1918, the first year after the passage of the Smith-Hughes Bill, 8,414 girls and 25 boys were enrolled in vocational home economics in high school. With the aid of federal support for the program, more than 100 times that figure or 918,871 girls and 23,343 boys were enrolled in vocational homemaking in high school in 1955. Likewise, the adult program has grown from 22,356 women and 4 men in evening classes in 1918 to 506,251 women and 24,474 men in 1955. Out-of-school youth too have benefited, for 82,900 young men and women were in part-time classes in 1955. It is a heartening story of service and inspiration to the homes of America. But shortage of teachers and school facilities still limit the expansion that could take place.

CURRICULUM DEVELOPMENT

Home economics grew out of a concern for family welfare and the realization that many young women were no longer being prepared in the home for the job of homemaking. While the structure of the home economics curriculum of 1956 seems, at first glance, far removed from the offerings of 1906 or even 1917, the seeds for a vital program were there. Fertile soil, nourished and cared for by leaders with vision, successfully produced today's curriculum.

Major changes in the curriculum during the past 25 years can be traced directly to new knowledge of the various phases of the program and related fields; to social and economic changes; and to a re-evaluation of basic educational beliefs.

Studies of child development, the psychology of personality, and human relations have furthered the expansion of the educational expeperiences in such ways as to contribute to the realization of the major goals of the home economics curriculum. In addition, the contributions of science and technology which made available new products such as labor saving devices for the home, processed foods, new fabrics, and the like have increased the need for greater consumer awareness of standards and good buying practices.

Social and economic changes in the U. S. have brought an earlier age of marriage, increased birth rates, longer life spans, war and military training, shorter work days and weeks, a higher percentage of mar-

Above, the homemaking unit for boys at Milford High School, Connecticut, is one of many such units in existence.

Opposite, Douglas Negro High School students, Memphis, Tennessee, learn how to buy wisely as part of consumer education in the homemaking program.

Below, this remodeled homemaking department at Franklin Junior High School, Tampa, Fla., boasts sparkling new equipment, an attractive arrangement.

ried women in gainful employment, mobility of families, widespread mechanization of life, and a growth in social measures for the protection of the people. With these changes has come a fuller realization that the home economics curriculum must be functional, fluid, and individual if it is to meet the needs of individuals and families.

With the emergence of new demands on individuals and families, arising out of economic and cultural changes, have come changes in concepts concerning the traditional roles of family members. The need for greater flexibility in carrying out the responsibilities of homemaking between men and women, has made evident the need on the part of all family members to learn the fundamentals of child development, feeding the family, home management, inter-personal relations and all other aspects of successful family living.

The curriculum in home economics today has for its primary purpose the achievement and maintenance of a satisfying personal and family life. In achieving this purpose, it supplements the efforts of the home in developing understandings of the duties and responsibilities of family life; homemaking skills which contribute to individual growth and the improvement of family living; mutual feelings of solidarity, congeniality, trust and respect; and economic well being. An all encompassing goal is that of aiding individuals to adjust to changing social and economic conditions which affect his living in such ways that the quality of family life is improved and the family, as a primary group in our society, is strengthened.

In order to achieve the established goals, home economics education focuses on the solution of real life problems of both youth and adults. This is done through cooperative planning of pupils, teachers, and parents. Experiences offer rich opportunities for helping students to develop good judgment and the ability to evaluate in advance of making choices possible outcomes.

The success of home economics is measured by the values its students cherish and their success in solving everyday family living problems.

FACILITIES

When home economics gained its first entrance into the secondary school as a science, the foods laboratory was often equipped with a stationary counter and storage for utensils beneath. Stools were frequently used for seating pupils. Portable ovens were used on top of the burners, or in some laboratories there was a common oven for use of the entire class. A dining table and chairs were usually available for serving meals. A variation from this "hollow square" arrangement was two or three long counters arranged parallel to each other with gas hot plates on top and storage below. The clothing laboratory was equipped principally for teaching clothing construction with long tables for cutting and seating pupils while working, sewing machines, a cabinet for hanging garments, an ironing board, and a mirror.

The living center in today's homemaking department is always decorated in good taste. Girls learn to plan for their own future homes as they study how to care for home equipment, how to manage, how to sew, cook, care for children.

Since space for domestic science had not been included in some of the original school building plans, the department was sometimes placed in the basement or in other locations where unused space was converted into laboratories. However, this fallacy in planning has now been recognized and largely overcome.

Modern departments no longer resemble the formal stationary appearance of the earlier science laboratory with traditional furnishings, but they are equipped to teach the different aspects of homemaking keyed to contemporary family living. Work centers for providing learning experiences in such phases as child development and family relationships, clothing, consumer buying, foods, health, home nursing, home management, housing, home furnishings and equipment are included. The homemaking department of today is colorful and inviting; it includes movable equipment to permit different arrangements in work centers; family size unit kitchens; appropriate seating arrangements for discussion and planning; and a social living center. Equipment is increasingly designed to demonstrate good home standards of function and design with consideration given to instructional needs and hard usage. Adequate and well planned storage space is an important feature and is especially beneficial when the department is used by many groups such as homemaking classes for adults, chapter meetings of the Future and New Homemakers of America, and for school-community activity groups.

Departments vary in the amount of space and in the type of space, but regardless of size, each department is equipped for instruction in each of the recognized areas of homemaking. One large room, equipped to teach all aspects of homemaking and known as the multi-purpose or all-purpose type, is frequently used in small schools and is being adapted for use in some of the larger schools. Also, cottage arrangements for homemaking instruction have served effectively in certain communities and localities.

Today, it is generally recognized that the space and equipment for

homemaking education are important to the attainment of the over-all objective—the improvement of home, family, and community life.

THE ROLE OF SUPERVISION

Supervision has had an important role in the development of home economics since the enactment of the Smith-Hughes law in 1917. Prior to 1917, there were only 12 persons engaged in full or part time state supervision in this country. By 1930, 42 states and the Territory of Hawaii employed 54 persons full time as State Supervisors of Home Economics. This recognition of the value of supervision is further shown by the increase in the number of supervisors at the present time. By 1956 the number of state and district supervisors had almost quadrupled—reaching 200, and in addition there were 229 city and county supervisors of home economics.

One of the first objectives of the pioneer leaders in home economics was to provide ways and means of extending and improving state supervision. This was done through visits to states by regional agents, through conferences, and publication of bulletins and other materials.

The duties of the state supervisor as listed in *Bulletin No. 28,* in February 1919 were: to assist teachers who are already in service; and to check the work of the teachers. In 1930 a detailed analysis of the state supervisor's job was made, and her responsibilities were further elaborated to include more careful planning for the various aspects of supervision, responsibility for recruitment and placement of teachers and cooperation with individuals, agencies, organizations and institutions. To this list others have been added as needed to meet changing conditions. Those who have watched the supervisory program from the beginning have been very conscious of the emphasis that has been placed upon helping teachers meet the needs of youth and adults in their personal and family living.

One major emphasis in supervision today is shared leadership. Leadership is shared through cooperative planning and evaluation of the home economics program by those interested in the program, including teachers, pupils, administrators, parents, community representatives, supervisors, teacher educators and others. A second emphasis in supervision is placed upon beginning with the concerns of the teacher and/or administrator rather than those of the supervisor. A third emphasis is upon the promotion and use of research, especially action research.

A major continuing goal of supervison is the promotion of an increased understanding of individual development as it is related to family living and an understanding of human values in family living achieved through the interrelationships of all family members. Cooperative planning and the joint planning and working together of teachers and supervisors in a democratic manner will increase in importance as a means of reaching this goal. Research should be used more extensively in the future to improve the supervisory program. Finding ways of working creatively with others will continue to make supervision challenging and satisfying.

McKinley High School girls, Honolulu, Hawaii, learn how to guide the growth and development of the small child.

At Beryhill School, Tulsa, Okla., Future Homemakers entertain small fry during the monthly PTA meeting. Baby sitting during PTA meetings is a regular FHA project.

TEACHER EDUCATION

Many colleges offered programs in teacher education prior to the National Vocational Education Act of 1917. The curriculum was high in science requirements with the majority of the home economics courses and equipment centered upon instruction in foods and clothing. A methods course, if given, was usually taught by a subject matter teacher supplemented sometimes with practice teaching. Lectures, laboratory and library assignments were the usual methods used in teaching.

The Smith-Hughes Act and subsequent vocational legislation stimulated colleges to study and revise their teacher education programs and made clear the need for training teachers who had a background in the various aspects of homemaking. Within the framework of legislative specifications and with the guidance of national leaders states developed their own programs in a variety of interesting ways.

Present curricula are broader in scope and have a more central focus on personal, home, and family living. Emphasis on personal and social development has resulted in includ-

ing more of the social sciences, especially applied economics and sociology. The study of human growth and behavior, together with personal development and family relations, has become an integral part of the curricula today. The applied arts areas have been expanded, and in many institutions the high requirements in physical and biological sciences have been reduced. Courses in general education have been increased. Programs are designed so that graduates may function effectively as teachers and also develop the ability to contribute directly and indirectly to the many aspects of home and family life.

Methods of teaching now involve committee work, individual study of problems and projects, use of audio and visual aids, cooperative planning, and evaluating progress by teachers and students to supplement the lectures and laboratory work. Opportunities for contacts with homes and with children at all age levels are frequently provided throughout the student's four years in college, often with early participation in teaching. Experience in group living, in home management houses, and observation and participation in nursery schools are important experiences for prospective teachers. Extra-class and community activities contribute significantly to both personal and professional development.

Teacher preparation facilities today provide for teaching the various aspects of homemaking, and many provide also for research. A homelike atmosphere and attractive colors are characteristics of many departments. Home management houses and nursery schools provide other opportunities for experiences. Furnishings and equipment are selected with the purpose of developing judgment in choice of equipment, tools, and furnishings which may be needed in different situations and by people living at different economic levels.

Training of vocational homemaking teachers increasingly provides experience in student teaching in a school typical of those in which a beginning teacher will teach. Such a school has a strong vocational home economics education program directed by a competent teacher and a sympathetic and helpful administrator. College students are encouraged to live in the community in which they are teaching and to participate in the total school program and community life.

The home economics education faculty has a dual responsibility: to guide and supervise the student teacher and to help the cooperating teacher in her supervisory functions. Student teachers have opportunities to put into practice what has been learned in college, become acquainted with the needs of high school pupils, their homes and families through home visits, class observations and conferences. They also learn about community resources. After observing and assisting the teacher, they gradually take over full responsibility for part or all of the program.

FHA members believe that having fun with their families promotes family solidarity. Here three generations of a Del City, Okla., family gather in the den for supper.

Increasingly, colleges are finding an advanced methods course or a seminar following student teaching helps to focus attention on problems encountered in teaching. Many institutions also make follow-up visits to graduates on the job, as a check on the effectiveness of their teaching and, where desirable, provide further course offerings.

Teacher education programs have contributed to the improvement of curricula, instruction, and facilities in the home economics departments of both the schools and colleges where they have been in operation.

Teacher education designed to provide adequately trained teachers for the increasing enrollees in secondary schools, for adults and out-of-school youth and for responsibility for guidance of FHA and NHA activities has become a major college activity. In 1954 and 1955 approximately 7,000 junior and senior college students were preparing to teach home economics. In 1955 about 3,000 were graduated as majors in home economics education, but each year from one-fourth to one-third marry or go into another profession. These, therefore, were not nearly enough.

YOUTH ORGANIZATIONS

An integral part of the total home economics program in the United States today are two student organizations: Future Homemakers of America and New Homemakers of America.

Founded in 1945 for junior and senior high school students who have studied or are studying homemaking, these groups boast a combined membership of 482,987 teenage boys and girls in nearly 10,749 chapters throughout the U. S. and territories.

What Future Homemakers and New Homemakers learn and how they "live and what they learn" can be described by the goals adopted by the youth representatives and the ways they fulfill these goals.

The goals adopted for 1956-59 are typical of those toward which they are continuously working: (1) to promote better family living; (2) to help members understand the opportunities open to them in the field of home economics; (3) to understand our neighbors both at home and abroad; and (4) to provide training for each chapter member for participation in home, school and community activities.

Leadership on the national level is provided by geographically distrib-

uted, member-elected officers. Adult guidance is provided by an advisory board composed of regional and organizational representatives of home economics and by a national advisor. The Director of the Home Economics Branch in the U. S. Office of Education serves as chairman of the advisory board. Representatives of the American Home Economics Association, the American Vocational Association and the Home Economics Education Branch, U. S. Office of Education, are members.

Each state association has its own member-elected officers and an adult adviser who is appointed by the state supervisor of home economics. Locally, the chapters also have member-elected officers and the high school homemaking teacher serves as the adult adviser.

These organizations are doing much to develop a future leadership concerned about the quality of family living and the maintenance of stability in American homes.

CONTRIBUTIONS

The home economics program has always found effective means of helping families with problems.

Recognizing an adequate diet as the best protection for good health, the program annually trains thousands of girls and women to plan and prepare nourishing meals within the family budget. Millions of articles of clothing are constructed each year by homemaking pupils who also learn how to care for their wardrobes.

High school girls and adults are also taught precautions that will prevent family illness and how to care for the sick. They learn to shop wisely, to get the most for the money they spend. With a program that also includes training in the care of children, they are better prepared to face intelligently the complex problems of today's society.

Because it safeguards and develops the core of a great democracy—the family—home economics has strategically and consistently contributed to the general welfare of the people.

Since the beginning of the program, every effort has been made to help young women grow toward intelligent self direction—a necessary quality for every area of living. Even in the very early years students who had acquired skill or some ability in the classroom were encouraged to assume home activities in which they directed themselves with the help of the teacher and parent.

The program has recognized the need to include boys and men in certain areas of homemaking training where the partners carry joint responsibility.

Dealing with life problems, the home economics program teaches people to live democratically.

The homemaking program of the future will, in the estimation of many, emphasize ways of living together successfully both in the family and the community. This is vital to individual and group growth. It means that there will be more emphasis on the effect of actions on feelings for scientific inquiry is showing that the quality of relationships is affected by certain types of feelings that exist in a group. Thus, money management will point up the importance of how people *feel* about money and how tensions over money can be lessened. More opportunity will be given to helping people communicate their feelings to others and to understanding and accepting the feelings of others.

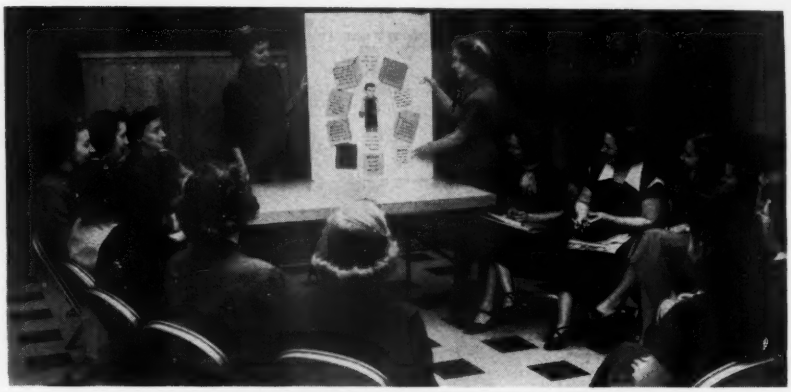
Developing judgment has always been of concern in the homemaking program. The future will further emphasize this as a family need, and experiences that can lead to wise judgments will take the place of some of the skills of waning importance. With the vast offerings on the market, judgment in selection becomes increasingly important. For example, with the advent of partially prepared food, judgment in buying food has already begun to overshadow in importance skill in cooking. Judgment in selecting a ready-made garment is for many as important as skill in sewing. With the wide variety of choices before people today, the homemaking program must stress opportunities for developing judgment.

The importance of creativity in the family and ways of achieving it will be given more attention in the future.

The home economics program of the future, then, will be much aware of changing social patterns, will increase emphasis on feelings that make for individual and group growth, will find all possible ways of increasing judgment, and will seek to develop creativity in family living.

THE AVA

The Home Economics Division of the American Vocational Association provides a means by which the rank and file of its members can work together in studying and helping to solve important problems that relate to the homes of the nation. This division is a channel for coordinating the program of vocational home economics with the activities of other vocational education groups and has existed since the organization was founded. Two home economics educators, Florence Fallgatter and Martha Creighton, have served as Presidents of the AVA.



Young mothers study needs of the two year old. Home economics education, through such adult programs, makes a vital contribution to family living.

Composed of supervisors, teacher trainers and teachers in secondary schools, this division carries on an active program between and during national conventions. The Vice President for Home Economics, a member of the AVA Executive Committee, serves as the division's leader. A statement of standards and policies adopted by the division and approved by the AVA Executive Committee guides its activities. Operating within this framework is a program of work with action committees that promote the development of the division. Three subsections actively represent the interests of state super-

(Continued on page 104)

50 Years of Progress in Industrial Arts Education

Roy G. Fales

Shriver L. Coover

Wm. R. Mason

IN THE LATE 1800's, several kinds of shop work for boys had been introduced to America. Some educators had tried it as a corrective measure while others, chiefly in theological schools, had offered handwork as recreation.

Sloyd, first practiced as a home art in Sweden, was introduced here as work to give children a respect for labor, encourage independence and self-reliance, set habits of exactness and order, and develop physical powers. The Russians had taught pupils handwork for vocational purposes, or at least to acquaint them with industrial processes.

At the Philadelphia Exposition in 1876, an inconspicuous exhibit of work by pupils of the Russian Imperial School attracted the attention of American educators and stimulated action. The next year, Professor T. D. Runkel, President of the Massachusetts Institute of Technology, recommended that instruction shops be added to the Institute. This began manual training in this country, setting off a 25-year development.

MANUAL TRAINING

One early adoption of high school manual training took place June 6, 1897, at the St. Louis Manual Training School, where Dr. Calvin A. Woodward organized a three-year course for boys. It provided instruction in mathematics, drawing and English as well as the use of tools. Tool instruction comprised woodturning, pattern-making, iron chipping and filing, forge work, brazing, soldering and use of machine tools. Dr. Woodward asserted that "manual training will assist the student in finding his proper sphere of work and study, will foster a higher appreciation of the value and dignity of labor and will afford a sounder judgment on all social problems." [1]

The earliest known school systems to introduce industrial arts in the grades were Montclair, N. J., 1882; Jamestown, N. Y., 1882; Baltimore, Md., 1884; Eau Claire, Wis., 1884; Philadelphia, Pa., 1885; Washington, D. C., 1886; and Oakland, Calif.; Springfield, Mass.; Concord, N. H.; Orange, N. J.; Minneapolis, Minn., 1887; and New York City in 1888. By the end of 1890, this work had begun in senior high schools of 38 cities.[2] By 1900, the number had more than doubled.

Manual training soon came under fire of educators. The decade from 1880-1890 was a period of marked progress and heated discussion. While introducing it into many schools and joining the vanguard of communities offering handwork in grade school and high schools, educators were also quick to find fault because of its formal qualities.

The articles the pupils made, the joints and the exercises, had little relationship to real work or to the lives these pupils led. The National Education Association devoted much time to discussions of the merits of manual training. The manual training teacher, having come from the trades, thought in terms of tool processes and operations and viewed his work as the promotion of tool skills.

Industrial arts enables boys to gain rich, first hand experience with many tools and materials used in industry.

[1] Woodward, C. M. *The Manual Training School.* Heath. pp 1-15

[2] Parker, S. C. *History of Modern Elementary Education.* Ginn. pp. 296-302

Fifty Years of Progress in Industrial Arts Education was written by Roy G. Fales, New York State Chief, Industrial Arts Education Bureau, with the generous assistance of his colleagues Frank C. Campbell, Robert H. Bielefeld and Arthur G. Dudley.

The following persons made significant contributions: Kenneth Brown, Robert A. Campbell, DeWitt Hunt, H. H. London, Arthur D. Mays, Homer J. Smith, and Gordon O. Wilber.

The following persons reviewed the original draft: Thomas D. Bailey, William T. Bawden, Amos L. Coleman, John O. Conaway, Shriver L. Coover, L. W. Glismann, Chris H. Groneman, Nancy Hall Kane, E. L. Kurth, William J. Micheels, Stanley J. Pawelek, Verne L. Pickens, John J. Smith, H. O. Thomas, P. S. Waldeck, and John W. Walgren.

Too frequently, he failed to consider a child's individuality, making him fit into the system rather than adapting the work to his interests, needs and life. An extreme example was the imposition of joinery as the first step of manual training.

More emphasis began to be given to the making of useful articles, however, and by 1893, Teachers College in New York City was ready to designate a building expressly for art and manual training, later known as the Manual Arts Building. The term manual arts, applied to the department in the New York City Schools, spread to other sections of the country.

In October, 1904, Professor Richards, Director of Manual Training at Columbia, suggested the term "industrial arts" be substituted for manual training. The term was first used to designate work that developed as a reaction against the formalized courses inherited from Froebel.

In manual training, "manual" was the important word; in manual arts, "arts" was distinctive; and in industrial arts, "industrial" is emphasized. "Industrial arts" is in use today but some leaders still feel either manual training or manual arts are better terms.

EARLY INFLUENCE

The general educator's criticism was augmented in 1906 by that of the newly formed Society for the Promotion of Industrial Education, forerunner of the American Vocational Association. Its activity culminated in the Smith-Hughes legislation of 1917. Manual training teachers who qualified for trade training and apprenticeship teaching began to eye what came to be known as a vocational school. Between 1906 and 1917, there was an exodus to schools where vocational education was taught or being organized. But for a new movement in education, which had much of its origin and early development at Teachers College, Columbia University, many manual training teachers would have lost all hope and given up the profession.

It was in the early 20th century that John Dewey of Teachers College, Columbia, brought a refreshing point of view. He seemed to understand children, he seemed to know that the formalized education of the 19th century accomplished certain worthy purposes but failed to enlist the understanding and cooperation of most children.

He saw clearly what was emerging in the field of manual training and vocational education. In *Democracy and Education* he wrote: "Manual training is reduced to a series of ordered assignments calculated to secure the mastery of one tool after another and technical ability in the various elements of construction — like the different joints. It is argued that pupils must know how to use tools before they attack actual making — assuming that pupils cannot learn how in the process of making."[1]

In the same volume, Dewey expressed himself much more clearly and positively when he wrote: "Experience has shown that when children have a chance at physical activities which bring their natural impulses into play, going to school is a joy, management is less of a burden and learning is easier." This new concept, expressed in and around Teachers College, attracted many followers. Among them were James E. Russell, Dean of Teachers College, Columbia; Frederick G. Bonser, Professor of Elementary Education; David Snedden, Professor of Vocational Education; and many others able to work out details and practices implied by the policies he defined.

To bring together the many theories of the three decades before 1908, these professors decided to develop a new program in a New York City public school. They set up experimental classes at Speyer School, called the Speyer School Curriculum. Here, in 1910, with the cooperation of regular teachers and the children, they tried out an activity program which proved a freer type of work would encourage learning. Results were organized into an outline called by the new name *industrial arts.*

In 1913, the Speyer School Curriculum appeared in print, offering an entirely new structure for elementary grades. It was a social framework, presented with the activities and studies of the children being grouped around products made or constructed in the home, the community or factory. The content, in six sections, called for the study of foods, clothing, shelter, utensils, records, and tools and machines. Later, Dr. Bonser and Mrs. Lois Coffee Mossman, who cooperated in preparing the reference book, *Industrial Arts for Elementary Schools,* permitted others to introduce such ideas as transportation and communication.

The Speyer outline led to a revolutionary trend in philosophy and education plans in elementary schools. It gradually spread through the country. It is now common to find teachers organizing their classroom work around units selected in part from the original outline, or from similar concepts.

By Bonser's definition, "Industrial arts is a study of the changes made by man in the forms of materials to increase their values, and of the problems of life related to these changes."[2]

Dr. Bonser described industrial arts on an equal basis with such other elementary subjects as English, history, science and art. To him, industrial arts was a rich experience in which the teacher arranged the class study around articles made by children. Children made articles illustrative of classroom activities in a rich integration of handwork with other studies throughout the day achieving the well-rounded purposes of general education which Dr. Bonser thought so important. He advocated that teachers emphasize learning rather than hand skills.

In explaining the purposes of industrial arts work, Dr. Bonser emphasized a number of ideas commonly recognized today as part of general education. The health purpose pointed to a study of our clothing, food and living conditions. The economic purpose led to study of materials and finished products of industry used by children in school and home. He was sure pupils enjoyed pleasant surroundings, liked attractive clothing and worked best with articles having aesthetic appeal. Consequently, he believed that the art or aesthetic purpose was one of the important reasons for teaching industrial arts.

Because it was necessary for children working at industrial arts to move around the room and be active, a social purpose was served. This purpose extended to a study of the workman on the street and in factory, and to the conditions under which foods were prepared and delivered to the home. Last, but not least, Dr. Bonser stressed recreational purpose, because of the satisfaction which handwork provided and because of the many interests, inquiries, and field trips which grew out of working with tools and materials.

His plan for the integrated pattern of elementary school industrial arts required special equipment in every

[1] Dewey, John. *Democracy and Education,* Macmillan. p. 228

[2] Bonser, F. G., and Mossman, L. C., *Industrial Arts for Elementary Schools.* Macmillan, 1923. p. 5

A woodworking and pattern class in Detroit, Mich., 1908, was part of the early manual training program. This was when the student was fitted to the system, rather than the system to the student. Between 1906-1917 the latter technique began to emerge, to result in today's pupil-centered industrial arts programs.

In the late 1920's 8th grade boys at the East Aurora High School, New York State, are shown at work in their electrical shop, completing their projects.

classroom, including a small workbench and easel, a few simple woodworking tools and a few pounds of moist clay. Teachers were expected to use local natural resources such as clay, grasses, twigs, branches, paper, cloth and other materials obtainable in or near most schools and homes. He looked to the classroom teacher to initiate the construction of model fire engines, model towns, clothing for dramatic productions, Indian tepees, simple printing materials and countless other things.

He advocated that each school be provided with a workroom where whole classes could be taken by the homeroom teacher to work on a large project. He did not envision a special teacher being assigned to take over the class and conduct specialized work with tools and materials as is the accepted practice in secondary schools today. Rather he looked for a special teacher to consult and work with homeroom teachers. He envisioned the consulting teacher, the homeroom teacher and the children all cooperatively planning their work.

Concurrent with the development of industrial arts, according to Dr. Bonser's definition and ideals, Dr. David Snedden promulgated parallel ideas which led to similar education in the junior and senior high school. His emphasis, however, savored strongly of vocational education with a foundation of learning experiences closely related to the outdoor activities experienced by pupils of a rural environment.

His ideals led to the concept of industrial arts as work in which pupils should find opportunity to select the things that they wished to make. This freedom in the extreme led to a lowering of standards, in some cases to the point where pupils made whatever they wished. Dr. Snedden did not organize the construction work with the content related to other studies as closely as Dr. Bonser. His variation from the well-knit organization Dr. Bonser promoted was expressed in *Reconstruction of Industrial Arts Courses,* where he wrote: "Here it is alleged the typical boy wants to be treated like a man whilst still being permitted to behave like a kid." [1]

Above is a view of one of the modern industrial arts woodworking shops in a junior high school in Detroit, Michigan.

In reference to junior high school, Dr. Snedden used such phrases as developmental experience with amateur motives, appreciations toward vocational selection, appreciation toward utilization, vocational ideas and aspirations, prevocational training, avocational powers including handy-man activities about the house and other minor objectives.[2]

And again he wrote, "While the controlling purpose in industrial arts will be found in the developmental growth of young persons, by means of participations in constructive activities, nevertheless secondary objectives of some importance will also be held before the young learners along such lines as guidance for a vocation, the development of consumer appreciations, making persons capable of various forms of avocational handiwork and provisions of centers of correlation for the more abstract studies." The objectives for this period of schooling in industrial arts can be summarized by three statements. Industrial arts is provided so that pupils may:

Gain rich first-hand experience with as many of the tools and materials of industry as possible.

Explore several kinds of industrial experience to determine if possible what kinds of work they like, and what kinds they do well, and

Become acquainted with materials and products of industry so as to become better consumers of factory-made goods.

THE SENIOR HIGH

Senior high school industrial arts is more difficult to describe. Actually, many students in these grades are mature enough to select specific vocation or trade preparation. If they live in an area where such training is available, they are fortunate. Many have not, however, decided on their vocational future and need further exploration. Still others live in areas so rural, specialized training is not provided.

---

[1] Snedden, David; Warner, Wm. E., and others. *Reconstruction of Industrial Arts Courses.* Bureau of Publications, Teachers College, Columbia University, 1927. p. 14

[2] Ibid. p. 111

Three types of work are available for senior high school pupils:

The mechanical type, represented by auto mechanics, electricity, drawing and machine shop. Emphasis on increased technical difficulty in these shops seems to challenge senior high students.

The general unit shop, in which one material, such as wood, metal or printing is dominant. This work retains some of the varied exploratory character of the junior high school shop, but with effort channeled in one kind of material more advanced work can be expected and accomplished.

The type of work often referred to as "craft work" consisting mainly of design applied to such materials as soft metals, leather, plastics, clay and the like.

Another early Philadelphia photo highlights the shop setup, considered the best.

Industrial arts work in the senior high school must approach the difficulty and the standards of vocational work, except that the time spent in an industrial arts course is much less than that of vocational classes. However, the technical emphasis and the mechanical influence must be apparent or senior high school boys will not respond well. It is here that industrial arts in some larger schools is likely to face the competition of vocational or technical courses. This, if understood, benefits both the industrial arts work and the trade subjects but, if misunderstood, leads to the defeat of good education. It remains for the industrial arts senior teacher to recognize that his work, though technical or mechanical, is still general education involving a continued interest and exploration in the broad resources surrounding any article a boy makes. It also devolves upon the teacher of trade and technical education to respect the underlying industrial arts courses, recognizing that they provide more select pupils for vocational and technical classes.

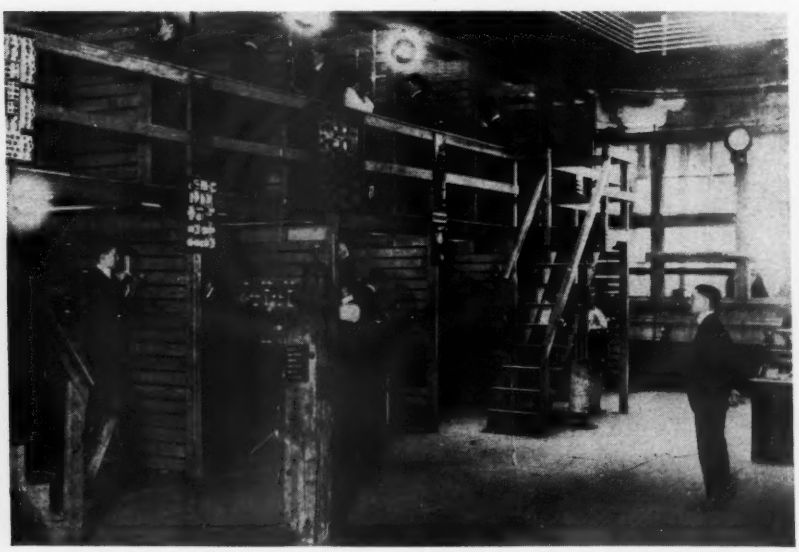
TRANSFORMATION OF THE SHOP

The original manual training shops, coming so abruptly, were given left-over rooms in the school, generally in basement or attic. The basement rooms were usually brick-walled and low-ceilinged with steam pipes close to pupils' heads, while windows were small and often spattered with mud to shut out natural light. Rooms directly under the roof were cold in winter, hot in fall and spring, with lighting often a problem. Woodworking benches were in military rows. One pupil was assigned to a bench except when more pupils than benches required two pupils at a single bench. Often, they shared the same vise.

While there are still shops like this in some old buildings, the day of the dungeon is over, and industrial arts has emerged to the first or the second floor of well-lighted, attractive buildings. Varnish protects wood floors and keeps them bright and cheerful; attractive pastel paints tint the walls; acoustical plaster on ceilings deadens noise. Five to eight-foot windows admit all the light needed at midday. For darker hours, incandescent or fluorescent lights almost equal daylight. Benches are grouped for the kind of work done in any section of the shop. One bench may have equipment for work on bicycles, with the brakes, spare parts and wheels on nearby shelves or under the bench.

Glass-front cabinets hung on the wall display as incentives to others articles boys have made. In another section are study table, chairs, mechanical drawing equipment and some 50 to 200 reference and project books for boys to peruse in search of ideas that may develop interests.

In manual training, a pupil remained at his bench at all times. One at the head of each aisle was a monitor privileged to move about, distributing and collecting tools and materials. The system was teacher-planned and organized. It was executed in a more or less dictatorial manner.



This early Philadelphia, Pa., photo shows marked contrasts to industrial arts today. Now, dungeon days are over and shops are well lighted, attractive working centers.

By contrast, industrial arts practice shifts much responsibility for class organization and operation onto the student. The teacher, of course, bears initial and final responsibility, but such routine duties as checking attendance, stowing tools, finding missing tools and cleaning up, are delegated to students, who move about freely. In well-organized shops this work is supervised by a student, elected shop superintendent. Even better practice puts students to managing stock, maintaining equipment, assisting in quality control and enforcing high safety standards. Most shops permit considerable latitude in the selection of the useful projects, and each student is expected to make free, reasonable and thoughtful use of shop facilities.

Curriculum emphasis has been broadened. Early courses consisted of woodwork and drawing. Industrial arts includes planning, graphic arts, metals areas, electricity and power.

INDUSTRIAL ARTS IN THE AVA

The National Society for the Promotion of Industrial Education eventually became the American Vocational Association. Manual training was not an integral part of this organization except as manual training teachers were interested in vocational education and its development.

Industrial arts, coming in as it did, made little impact on the movement toward vocational education, but it did give rise to a growing group interested in developing manual training into a truly educational subject which would conform to the principles of general education. Agitation for an industrial arts division within the Association grew and flourished. Under the guidance and leadership of Robert W. Selvidge, professor of Industrial Education, University of Missouri, the Division of Industrial Arts was admitted to the Association. Elected vice president of the Division, he held this position until 1938.

Meanwhile, an AVA committee had been appointed to publish a bulletin which would set standards for industrial arts. This committee became known in the 1940's as the Industrial Arts Policy and Planning Committee. It has since become an advisory body to the Division vice president, making recommendations as to the welfare of the Division and its relationship to the Association. It is developing into a strong leadership group.

The Industrial Arts Division, including all industrial arts teachers, supervisors and directors who are Association members, elects a vice president and a secretary. The vice president is comparable to the top officer in each of the other six divisions.

PUBLICATIONS

The American Vocational Association 1953 publication, *A Guide to Improving Instruction in Industrial Arts*, has been described as the latest and most forward-looking material available on industrial arts curriculum. This guide was the result of approximately 25 years of work. At the 1927 convention in Los Angeles, the Executive Committee was petitioned to appoint a committee to further study the problems discussed during the sessions. As a result, in 1928 a committee on *Standards of Attainment in Industrial Arts Teaching* was appointed.

The original study was based upon things a boy should know and be able to do as a result of industrial arts in junior high school. Skills and knowledges were listed from woodwork, household mechanics, electricity, printing, auto mechanics and sheet metal. Many supervisors and teachers were asked to participate. The report was presented to the New Orleans convention Dec. 7, 1929, and the Executive Committee authorized publication of 1000 copies.

During 1931, *The Industrial Arts and Vocational Education* magazine and the *Industrial Education* magazine cooperated to promote a wider investigation, and distribution of the study. Selection of objectives and a series of experiences helpful in achieving the objectives were added. The third report was authorized for publication at the New York convention in 1931.

The sixth and final report was submitted at the Pittsburgh convention in December, 1934. This one, entitled *Standards of Attainment in Industrial Arts Teaching*, had eight printings from 1934 to 1941.

The bulletin was revised in 1946 under the title *Improving Instruction in Industrial Arts*, eliminating material no longer pertinent and adding new matter to strengthen the publication. Printings were made of this edition in 1946 and 1948. When the supply became depleted in 1951, it was decided to completely revise the bulletin. From 1951 to 1953, nearly 100 industrial arts people contributed to the last edition, published in July, 1953.

Above, a Geneva, N. Y., ceramics student studies the intricacies of hand building. At left, a 6th grade girl learns about tools, Orchard Elementary School, Cleveland, Ohio.

The American Vocational Journal is the official publication of the American Vocational Association. Each division has equal representation on the Journal Editorial Board.

Other AVA publications in the industrial arts field are: *American Vocational Association-Industrial Arts Section; State Supervision of Industrial Arts Education; Industrial Arts in Education; American Vocational Association-Industrial Arts Division* and *A New Look at Life Adjustment Education.* Another publication, *Studies in Industrial Education*, reviews industrial arts studies back to 1930.

Publications from the United States Office of Education have also played an important role in industrial arts education. Some of these are: *Manual Arts In The Junior High Schools* – 1922; *The General Shop* – 1929; *Industrial Arts, Its Interpretation In American Schools* – 1937, and *Trends in Industrial Arts* – 1940.

Three independent magazines have contributed much: *The Industrial Education Magazine* (discontinued in 1939), *The Industrial Arts and Vocational Education Magazine*, and *School Shop*. All three have rendered excellent service both to industrial arts and to vocational, trade and technical teachers.

Many well-known printing houses furnished constantly improving reference, text and project books.

STATE LEADERSHIP

In New Jersey and New York, interest in industrial arts developed early, probably because of the proximity of Teachers College, Columbia University. In both states, the original leadership was in vocational education. These leaders early realized the values of industrial arts and its relationship to vocational education. They encourage the growth of manual training into industrial arts and actually supervised the non-vocational shops. In 1914, New Jersey Commissioner of Education Calvin Kendall appointed the state's first industrial arts supervisor, Edward A. Reuther, who divided his time between home economics and industrial arts until 1920, when Robert A. Campbell was appointed the first full-time supervisor. Under Campbell's able supervision, industrial arts developed to where almost all secondary schools had shops.

New York proceeded in about the same manner, appointing a supervisor of fine and applied arts in 1920. By 1924, the title had been changed to supervisor of industrial arts, and a supervisor of fine arts had been appointed. However, industrial arts supervision was soon combined with the promotion and supervision of guidance. In 1929, a full-time state industrial arts supervisor was installed.

Today the Bureaus of Industrial Arts Education, Trade and Technical Education and Adult Industrial and Apprenticeship Education form the Division of Industrial Education. They cooperate effectively in cases where several types of industrial work impinge upon each other as they develop in reorganized or newly-organized school districts.

During 1945, the American Vocational Association published a pamphlet on *State Supervision of Industrial Arts*, describing duties and functions of a supervisor. It was distributed widely, reaching state administrators, commissioners of education, superintendents of schools and directors of vocational education. Apparently its influence was significant, because soon after eight states appointed supervisors. The following is a chronological list of states appointing supervisors of industrial arts:

1914, New Jersey; 1920, New York; 1942, Connecticut; 1945, Utah; 1946, Florida, Illinois, Indiana, Ohio; 1948, Louisiana; 1949, California; 1951, Texas; 1954, Georgia.

State supervisors have exercised considerable influence on teachers and the work in the states they serve. Their job is partly in the office, partly in the field. They visit schools, planning with principals, superintendents, boards of education and teachers for new departments and shops and the reorganization of old ones.

State supervisors find many opportunities to work with teachers individually in their own shop, collectively in small regional teacher study clubs or, in a larger way, at association meetings. Much general curriculum material has been developed through their efforts. They work with national associations and in public relations, as well.

TEACHER EDUCATION

Preparation of teachers for manual training and later for industrial arts had comparable growth in many normal schools, teachers colleges and universities.

In 1890 Dr. Edward A. Sheldon conceived a plan to provide Oswego Normal School students with an opportunity to use tools and materials for constructing models and other devices for their use in objective teaching.

The school janitor, Frederick H. Cyrenius, was assigned to help. Although many students profited, it was difficult to maintain the tools and equipment on a casual basis. In 1893, Dr. Richard K. Piez took charge of a program to assist students working with tools. Two manual training courses were offered as elective work in lieu of certain regular studies. Students thus trained were offered positions as manual training teachers. Whereas, the shop work was intended to improve the elementary teachers' ability to prepare materials for use in their teaching, an entirely new concept emerged.

Joseph Park became head of the department in 1902. Students were then awarded a special certificate for drawing and manual training. In 1911, the state organized a two-year program, which included history, psychology, education, English, science, drawing, shopwork and practice teaching. This was discontinued when the Federal Vocational Education Act made it necessary to modify the plan to include preparation of teachers in trade education.

In 1921, a new two-year course for industrial arts teachers was initiated. The course was increased to three years in 1929. During 1932, a com-

Elementary industrial arts as practiced in the Rochester, N. Y., public school system.

Alexander Bick was the instructor at the Hardford Ave. Elementary School Shop, Milwaukee, 1920—photograph above.

Above, a general metals shop in Baltimore, Md., 1930, a step forward from the manual arts days of basement facilities.

posite or general shop was established to prepare teachers for a one-shop school. A general metal course was added, then a four-year program was set up in 1934. Five years later, the students were granted a degree upon completing the four-year course. The latest step was the organizing, in 1949, of a program leading to a graduate degree.

Another early school to undertake the training of special teachers of manual training was the State Normal School at Oshkosh, Wisconsin. Beginning in 1903, this school offered a special group of studies for two-year manual training students. The course was planned definitely for teachers and supervisors of manual training. "Sloyd" occupied three or four periods a week throughout eight terms. Drawing was included for two terms, mechanical drawing for one, and construction work for one. Practice teaching was required for three terms. The rest of the student's program was filled with general educational and professional studies.

In 1903, the Kansas legislature established a State Normal School of Manual Training at Pittsburgh. Other states soon followed suit. Many privately endowed institutions were also started but eventually these became publicly supported. Among these were the Blake Manual Training School of Santa Barbara, California; Throop Polytechnic Institute at Pasadena, California; Stout Institute of Menomonie, Wisconsin; Bradley Polytechnic Institute, Peoria, Illinois.

Normal schools pioneering in manual training include: State Normal School, Whitewater, Wis.; State Normal School, Oshkosh, Wis.; Oswego Normal School, Oswego, N. Y.; Cook County Normal School, Ill.; State Normal School, New Britain, Conn.; State Normal School, San Jose, Calif.; State Normal and Model School, Trenton, N. J.; Maryland Normal School, State Normal School, Salem, Mass.; State Normal School, Pittsburg, Kan.; Prairie View Normal School, Tex.; State Normal School, Millersville, Penn.; and Sloyd Training School, Boston.

Today boys work with the advantage of well lighted, attractive surroundings that bear no resemblance to early days. Above, a modern school shop, Detroit, Mich.

Manual training teachers prepared for secondary schools usually received their training at Worcester Polytechnic Institute, Worcester, Mass.; School of Mechanic Arts of Massachusetts Institute of Technology, Boston; and the Manual Training School of Washington University, St. Louis. Other schools such as Teachers College, Columbia University, Stout Institute, Bradley Polytechnic Institute, Throop Polytechnic Institute, Pasadena, Calif.; Miami University, Ohio State University and the University of Wisconsin, also helped develop teacher training programs and granted degrees. Today most states have excellent facilities.

EPSILON PI TAU

Epsilon Pi Tau had its beginnings at a seminar class at Ohio State University in 1928. A group of graduate students considered a Greek letter fraternity as a device for promoting leadership and recognizing scholarship within the industrial arts and vocational education teaching profession.

The original purposes, as set forth in constitution and ritual, call for development of leadership through the recognition and fostering of technical skill, social competency, and research.

Organization of Alpha Chapter took place a year later. Three other chapters were installed in rapid succession — Beta Chapter at Ball State Teachers College, Muncie, Ind.; Gamma Chapter at Miami University, Oxford, Ohio; and Delta Chap-

ter at State College, Corvallis, Ore.

Since its origin, the fraternity has grown remarkably. Leadership conferences and fellowship banquets have been held at AVA conventions and sessions of the American Industrial Arts Association. A notable series of publications has been sponsored.

Laureate awards for distinguished service to the industrial arts teaching profession are made annually by vote of the Board of Trustees, and occasional honors awards are made to outstanding leaders in the field. Among honorary members have been Frederick Gordon Bonser, Charles A. Bennett and Thomas E. French.

The fraternity currently consists of 50 college chapters and eight field chapters, with over 300 officers and 9,000 members. Continued growth and influence seems assured.

PROFESSIONAL ASSOCIATIONS

One of the first professional organizations for the "cooperation and advancement" of the work was the Industrial Arts Teachers Association of Boston, 1882. A convention of industrial drawing teachers in Boston in 1881 was so successful another meeting was arranged for 1882, when the permanent organization was effected.

The Manual Training Teachers Association of America, formed in 1894, changed names three times in order to increase membership.

Meanwhile, other organizations were being formed, usually starting as small sectional groups. The Eastern Art Association and the Eastern Manual Training Teachers Association met together in 1909 and combined to form the Eastern Art and Manual Training Teachers Association.

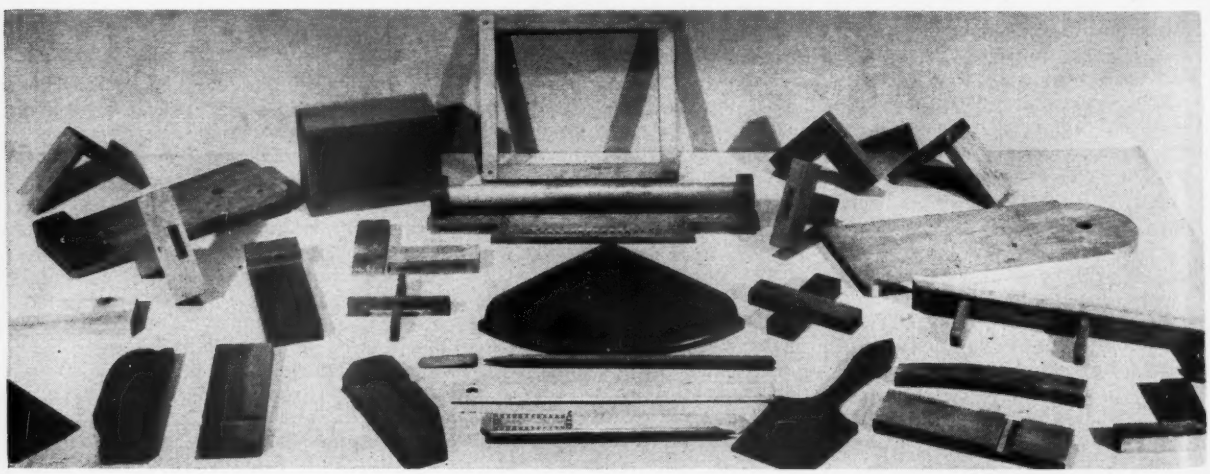
The Western Drawing Teachers Association, formed in 1894, became the Western Drawing and Manual Training Association in 1904. In 1919 it became the Western Arts Association.

Two other professional groups organized about 1901 with the unique idea of limiting membership to a few persons who could do intensive work. They were the Council of Supervisors of Manual Arts in the East and the Manual Arts Conference of the Mississippi Valley. The work of the Council of Supervisors concentrated on publishing papers concerned with improving design in manual arts. In its seven years of activity, serious discussions of these papers produced significant contributions.

The Manual Arts Conference of the Mississippi Valley was an annual, invitation type meeting "not to form a permanent organization but merely to help in the solution of problems of importance." Usually one topic was assigned for a session with free discussion. This conference has continued to grow in interest and influence. Invited leaders still operate along much the same plan.

(continued on page 111)

At top, above, is a modern wood shop in Milwaukee, Wis. Beneath it is another new school shop plant, New Hartford, N. Y. Below is an exhibit of manual training sloyd exercises by William Roberts, 1891. Mr. Roberts, Cleveland's first manual training teacher, later became the city's first supervisor.



50 Years of Progress in Trade & Industrial Education

Russell K. Britton

Samuel L. Fick

Fifty Years of Progress in Trade and Industrial Education was planned and coordinated by Walter M. Arnold, Kansas State Director of Vocational Education and Russell K. Britton, Director of Instruction, Denver, Colorado, and Journal Editor for Trade and Industrial Education.

Contributors include William Penn Loomis, Program Specialist, Trade and Industrial Education Branch, U. S. Office of Education; L. S. Hawkins, former Director of Educational Research, American Technical Society; James McKinney, Chairman of the Board, American Technical Society; Robert M. Knoebel, Trade and Industrial Teacher Educator, Kansas State Teachers College, Pittsburgh, Kansas; John A. McCarthy, retired New Jersey Assistant Commissioner for Vocational Education; and Lowell A. Burkett, AVA Assistant Executive Secretary, Washington, D.C.

IN 1900, BURGEONING America beheld the glittering twentieth century it was about to capture and enjoy—if it could get enough trained hands to do it.

Until then, the skilled labor demanded by our growing economy had immigrated by the shipload from the splendid apprentice systems of Northern Europe. Indeed, so many newly-arrived artisans were at work in boom-town New York City that an American apprentice found foreign language barriers the hardest part of learning a building trade. Such situations, as well as the arrival of more craftsmen at every pier, discouraged apprenticeship in the United States.

Despite the constant cry for skilled labor, it was difficult to learn a trade in 1900.

Fifty years before, a few industrial schools had been set up along the lines of those in England, France and Germany, usually on the initiative of private individuals with industrial or philanthropic financing. But these schools enjoyed little contact with the fields they sought to serve, and their output of trained workers was too meager to meet the needs of a growing population in a bustling machine age.

The Centennial Exposition in Philadelphia in 1876 showed America how far behind it lagged in the then current education theories. After seeing in the Russian exhibits the typical exercises used as a basis for tool instruction, a number of industrial communities established evening classes to upgrade workers, notably in drawing. Because school authorities failed to consult and cooperate with factory employers or workmen, these classes accomplished little, and all but disappeared in 25 years.

The Russian exhibits set off another project, however, that was not to die—manual training. Some educators declared the growing need for skilled industrial workers would be met in public schools by developing dexterity in handling tools to form useful objects, usually of wood. Though many industrialists and educators were caustic about this viewpoint, the movement launched what is now industrial arts.

Then came 1906, when the Douglas Commission, seeking answers for alarmed industrialists, attracted wide attention with its report on a rising labor shortage. The supply of trained workmen from North Europe had dried up with a shift in immigration that flooded seaboard ports with southern and eastern Europeans, unskilled in modern tools, untrained for construction or production. As the lack of more craftsmen threatened to slow up expansion, industry began opening training schools and consulted educators.

To meet this crisis of 1906, the National Society for the Promotion of Industrial Education was formed by 250 industrialists, businessmen and educators. They had been called to New York City to discuss the problem by Charles R. Richards, Columbia University's Teachers College professor of manual training, and James P. Haney, New York City's manual training director.

Speakers included Milton P. Higgins, president, Norton Company; Nicholas Murray Butler, Columbia University president; Frank A. Vanderlip, National City Bank vice-president; Frederick P. Fish, American Telephone & Telegraph Company president; Samuel B. Donnelly, New York Building Trades arbitration board secretary, and Jane Addams, head of Chicago's Hull House.

Above, bricklaying apprentices at the Milwaukee Continuation School, Wisc., a year or so after the end of World War I. At right, bricklaying apprentices, Denver, Colo.,—the Emily Griffith Opportunity School, 1952.

Many of their problems still beset us today. They weighed the relation of skilled workers to world competition and mechanization. They worried then about Germany's training system as we fret now about Russia's, and loudly voiced was a warning "not to specialize too closely" before laying a firm general educational foundation. There was talk about the effect of new inventions and industrial changes on the need for versatile workers, apprentice schools to upgrade workers, night schools for journeymen and apprentices, and what applied science can do for industry.

At first, the Society concerned itself mostly with training for mechanics and construction, then expanded its activities to widespread publicity, community surveys, instructional material for the few existing trade schools, and promotion of helpful legislation.

A 1907 symposium indicated union opposition to employer schools, but both labor and management favored public training. Some union leaders expressed fears that trade schools might be used for purposes other than those intended.

In 1907, a *Selected Bibliography on Industrial Education* showed that of 27 books and public reports listed, 21 were dated after 1900, as were 71 of 88 articles and addresses. Interest was rising.

The Society's Bulletin No. 4, *Industrial Training for Women*, also came out in 1907, emphasizing the feminine invasion of factories as machine operators, and suggesting how to train them.

Employment of women in light manufacturing during the last half of the 19th century had expanded such industries as clothing and textiles to mass production, eliminating small shops and piecework done in homes. Social workers, educators and health officials were now crusading against "sweatshop" conditions for women and child labor abuses, especially in the fabric, novelty and cigar-making fields. Bulletin No. 4 wooed and won many supporters among women's suffrage leaders, and attracted the attention of many influential persons.

But it was in promoting legislation that the Society proved most potent.

Its 1912 convention in Philadelphia issued "a statement of principles and policies" linking together industrial, agricultural, commercial and household arts education, just as some states had already done in existing laws. This laid the platform for asking Congress to consider federal aid.

Failure of the Page-Lever Bill to pass Congress resulted in the Commission on National Aid to Vocational Education, its nine members being appointed by President Woodrow Wilson on the authority of Congress in January, 1914. It was composed of United States Senators Hoke Smith of Georgia and Carroll S. Page of Vermont; Congressmen D. M. Hughes of Georgia and Simeon D. Fess of Ohio; Indiana's Legislative Information Bureau Director John A. Lapp, and four representatives of industrial education and industry. They were Florence M. Marshall, director, Manhattan Trade School, New York City; Agnes Nestor, International Glove Workers Union president, Chicago; Charles A. Prosser, secretary, National Society for the Promotion of Industrial Education; and Charles H. Winslow, Bureau of Labor Statistics special agent, Washington.

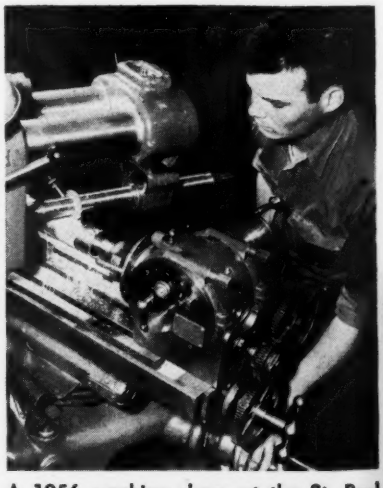
The Commission, on June 1, 1914, reported on the need for vocational education, federal aid to state programs, and the social and economic benefits of such assistance. Its findings contained endorsements for national grants by 23 organizations, among them the National Metal Trades Association, National Association of Manaufacturers, American Federation of Labor, National Child Labor Committee, American Association for Labor Legislation, Southern Commercial Congress, United Textile Workers of America, American Foundrymen's Association, and the United States Chamber of Commerce.

Testimony before the Commission was given by educators, representatives of federal civilian agencies, and the Army and Navy.

Meeting of the Sociey

The Society met every year, its earlier sessions being mostly exploratory as to needs and methods, its program leaders frequently industrialists, businessmen, labor union representatives and social and civic workers.

At conferences from 1912 through 1916 at Staten Island, N. Y., policies were formulated that later became federal policy.



A 1956 machine shop—at the St. Paul Area Vocational School, Minnesota.

Proceedings of the meetings indicate problems then were similar to today's. The wage earner, the school, and industry were considered; organization and operation of trade schools discussed. Much effort went into surveys; three were conducted in cities where the Society convened. Problems of organization and legislation came up, with members of the Society helping states frame helpful laws. The dual system of operation versus the single board plan was aired.

The fact that apprenticeship and evening instruction were so often discussed shows the interest of both employer and labor in advancing apprentices and craftsmen.

Employers and unions were always well represented on the Society's Board. Interest was reflected in membership, participation in meetings and service on special committees.

The 1913 report of the Society's secretary, Dr. Charles Prosser, includes the following statement:

"Analysis of our whole membership shows a very pronounced increase in the number of public school men and social workers, but at the same time, some decrease in practical men," Mr. Prosser said. He "strongly recommended that every effort be made to conserve every interest and every friend."

In 1916, an "Employment Managers Conference" preceded by three days the Society's meeting at Minneapolis. Many at this conference stayed over for meetings of the Society. In 1917, the "Employment Managers Conference was held in connection with the Society's meeting in Indianapolis."

Promotional Work

During its 11 years, the Society published 25 free bulletins for its members, 11 on proceedings, three bibliographies or directories, and 11 on industrial education legislation, training girls and women, educating shoe workers, continuation schools and teacher selection and training. By 1917, all but nine of the 25 were out of print.

The Society also distributed industrial education publications issued by other public and private agencies.

All these publications served as the movement's most effective promotion, helping to foster state legislation and state program operation and acquainting persons of influence with the objectives and need.

Pre-convention surveys were made at Richmond, Minneapolis and Indianapolis. The secretary and members conducted or helped conduct others in a number of cities and states. The surveys provoked ideal publicity, indoctrinating the citizens of the communities involved, as well. It was probably this double-barrelled purpose that prompted convention city surveys just prior to the last three meetings.

Promotion was extensive. In 1911, Secretary J. H. Cone reported the issue of 1,500 news releases. Abstracts of convention addresses that year appeared in 2,500 newspapers. And 21,000 circulars were sent to selected persons and organizations.

A year later, Secretary Prosser reported he had travelled 50,000 miles, spoken in 15 states, dealt with problems in a dozen other states. In not less than 50 leading cities, he made more than 100 talks. In 1914, more than 500 newspapers and periodicals printed press items, sometimes as editorials.

At almost every Society meeting, mention was made of assistance to states planning or revising legislation. Such aid was provided 17 states —California, Connecticut, Delaware, Illinois, Indiana, Iowa, Louisiana, Massachusetts, Michigan, Missouri, New Jersey, New York, Ohio, Pennsylvania, Virginia, Washington and West Virginia.

Working cooperation of one kind or another was established with a large number of national and local organizations, agencies and institutions. Among these were industrial and commercial organizations representing labor and employers; federal and state agencies, civic, social and consumer groups; educational institutions and associations; and state and local educational officials and boards.

Bulletin No. 19, *The Selection and Training of Teachers for State Aided Industrial Schools,* was published in 1914, a second edition in 1917, indicating the kinds of teachers needed, their qualifications, and "schemes" for training them. It was then thought a technical teacher should be a tradesman with a technical education as well as practical experience, if possible. No professional courses, as we know them today, were mentioned, Observation and practice teaching were suggested. The first trade and industrial teacher training course was conducted by the Society at Pratt Institute, Brooklyn, in 1914. "Experimental" evening courses in 1917 were reported in several states, at public schools and several institutions.

The Smith-Hughes Act

On February 23, 1917, President Woodrow Wilson signed the act known as the Smith-Hughes Law in recognition of its sponsors, Senator Hoke Smith and Representative Dudley Hughes of Georgia. In effect, it established a federal-state cooperative program of vocational education.

The act provided for administration and control by each state government that accepted its provisions, and established uniform purposes and certain minimum standards for operation. It also made an appropriation, on a continuing annual basis, to be allotted to states on a prescribed basis for the promotion and operation of vocational education in agriculture, trade and industrial, and home economics pursuits.

By the close of 1917, all states had accepted the act's provisions, joining in a most ideal relationship for a federal-state-local voluntary cooperative effort to develop education for trade and industrial occupations. As

Below, the woodworking shop at the Milwaukee Continuation School, 1920.

Below, today's woodworking shop, Western Trade School, Bowling Green, Ky.

a condition for receiving federal money, each cooperating state outlined the kinds of trade and industrial education it wanted, how it would operate the program, and how it would train teachers. The plans included qualification standards for teachers, supervisors, and directors, and other standards that varied from state to state. For almost 40 years, state plans have served as an agreement between the federal government and the states.

Subsequent federal acts provided for new policies, reconsideration of old policy and additional federal funds for trade and industrial education. The first of these, the George-Reed Act of 1929, was followed by the George-Ellzey Act in 1934, the George-Deen Act in 1936 and the George-Barden Act in 1946.

Since passage of the Smith-Hughes Act, trade and industrial education enrollments have grown to almost one million a year. Many states report that hundreds of people are turned away for lack of adequate training facilities.

T and I courses today are most effective where strong industrial arts training precedes or accompanies them. Although not solely a feeder to trade and industrial classes, industrial arts instruction is exploratory, intended to serve as an important part of sound vocational guidance. It should not be overlooked that industrial arts, formerly called the manual training program and now a part of general education, has been most important to trade and industrial education. In fact, T and I development would not have been possible in the early years of the Smith-Hughes Act had not so many manual training teachers been qualified tradesmen.

Because of so little manual arts teacher training at the turn of the century, most shop instructors were skilled craftsmen recruited out of industry. These teachers adapted themselves quickly to the philosophy of vocational education, and many are now among its outstanding leaders.

For the last 35 years, most teachers in the field have been recruited from industry and trained. Even today, industrial arts teachers and supervisors who are occupationally and professionally qualified may eventually become connected with the industrial-vocational program.

In 1917, shop facilities were few, proper equipment limited. Now, in 1956, most areas or cities with a population of 25,000 are served by schools with modern equipment at a cost of thousands of dollars to the people of the community. In sparsely settled localities, trade and industrial classes in area vocational schools are provided. A few privately endowed schools are offering trade training.

The apprentice program now exceeds 129,000. Related instruction for apprentices is the responsibility of trade and industrial education. Where feasible, classes are scheduled but, in rural areas, regular instruction can be given to a single apprentice.

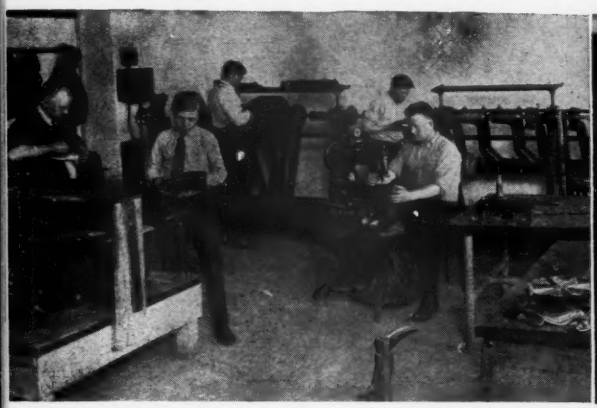
To meet ever increasing demands for manpower, the T and I program provides extensive supervisory training. Many cities have developed long-term supervisory training to help the new foreman and offer advanced studies to the more experienced supervisor.

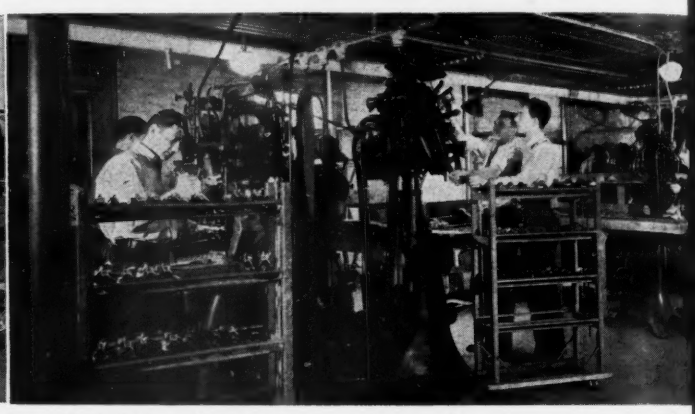
Firemen and policemen are trained through T and I funds for public employees. In 1955, 21,606 police and 75,771 firemen were trained.

The largest programs in T and I education are those for the new learner in the pre-employment class, and those for upgrading the worker in the extension class. In 1955, more than 253,000 were in pre-employment training programs, 420,000 in extension classes.

In many small communities, T and I facilities are not available, except in private concerns. Here, cooperative programs involving the child and parent, the school and the business or industrial shop, have been developed. Last year, there were 24,236 students in these part time activities.

Many states permit a minor to leave full-time school before a certain age to become a wage earner, but require him to return to school one day, or so many hours a week until he reaches a certain age. This is the continuation program, and enrollment has fluctuated. In 1920, there were 120,000 enrolled; 340,000 in 1928. In 1955, there were only 42,206 enrollees.





Shoemaking shops, 25 years apart, show striking contrasts. Compare shoemaking in the early 1920's, and a view of one of the Lynn Shoe School shops, Lynn, Mass.,—the only such vocational school of its kind in the world.

Total spending on 1955's T and I programs passed 55 million dollars, with nearly 10 million from federal sources, over 18 million from states, and more than 27 million from local funds. These figures do not include 1955's new capital expenditures of more than 37 million. Scope of the present program looms large against the original 1917 allotment of 3 million dollars.

Instructional Materials

Trade and industrial curriculum today is as varied as business and industry. Following the basic idea of "fitting for useful employment," the program is flexbile and changeable to meet new needs in an expanding economy.

Programs provide pre-employment training in the hundreds of entry occupations. Employed workers in the trade extension program are given information and skill training to make best use of new materials, methods and machines. Supervisory training aids the worker who is ac-

cepting the responsibility of dealing effectively with the human elements. Thousands of boys and girls are guided in ways to improve their civic intelligence by T and I leaders who have long advocated that every person should have a productive job in order to make a maximum contribution to community and nation.

On the premise that programs should rise from a real community need, the lay advisory group and school people plan content and sequence of a program. After the educational plan comes the equipment and facilities to make training realistic and efficient.

Trade and industrial programs have been acutely responsive to the training needs of technological advance. New techniques or materials in construction, or labor saving devices in fabrication, demand that instructional materials be re-examined and brought up to date. Automation alters production concepts and boosts qualifications of the technician, who must keep the controllers in operation. In addition, peacetime use of atomic energy opens opportunities beyond the current concepts of man while it demands new and more complicated trade skills.

The Two World Wars

Federal-state cooperative training came into existence nearly 40 years ago on the brink of the first World War.

The federally aided T & I program was not yet a year old when it was called upon to train welders and shipyard workers and 10,000 men for useful mechanical occupations in the Army. Later, in 1918, extensive training turned out Signal Corps technicians.

In addition to these direct contributions, trade and industrial education helped to train employment managers, improve supervisory training and prepare women for war-time jobs. Over 61,000 persons were fitted for war plant activity, while another 30,000 received supplemental training for their jobs.

At the first meeting of the Federal Board with its staff, late in the summer of 1917, discussion centered on how could vocational education aid the war effort, and how to re-train disabled veterans and crippled industrial workers. There was agreement that, regardless of other responsibilities, the Board's primary aim was to "promote vocational education" and that staff members should devote their efforts to this exclusively.

Strict adherence to this policy carried the federal-state cooperative vocational education program through its first crisis. Informed members of Congress were able to point out that a transfer of soldier rehabilitation to another federal agency would leave intact the program for which the Board had been created. On the other hand, it was fortuitous that war training was such that it stimulated both the Federal Board and the state boards in the initial stages of the cooperative effort.

The fiscal year ending June 30, 1918, was one third over by the time federal and state boards first conferred. Few states had in operation schools or classes eligible for re-imbursement. Nearly all subsequent enrollments that fiscal period were military. Of 86,830 males in trade and industrial classes, 61,151 were in war work. Indeed, the states reported nearly $200,000 unspent of the $564,444,890 appropriation for trade and industrial education in fiscal 1918.

As to World War I training as contrasted with World War II's, four characteristics are notable:

All schools and classes getting federal reimbursement were organized under the state plans and policies required by the Smith-Hughes Act.

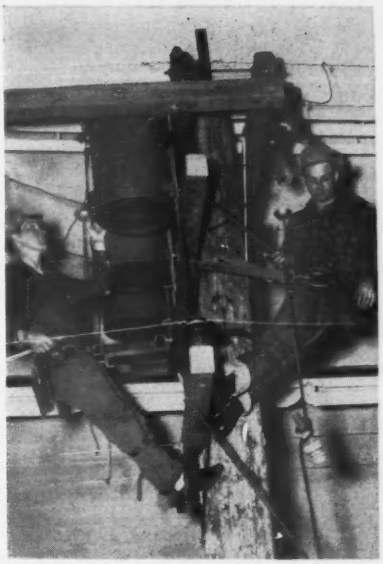
Operation cost was matched dollar-for-dollar, as provided by the Smith-Hughes Act.

Classes were open only to conscripts.

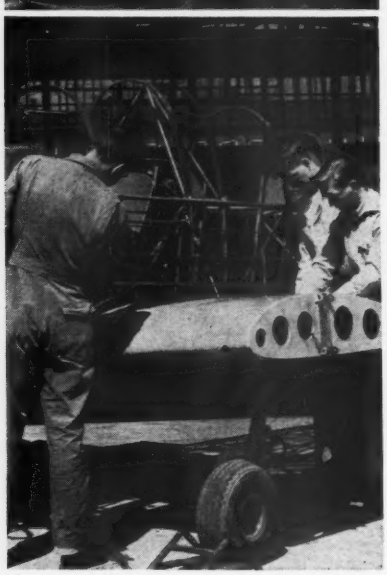
Executive officers of state boards were federally appointed and paid $1 a year, for the purposes of war training.

In cooperation with the War Department, the Federal Board's special agents prepared nine monographs of instructional material based on army requirements. These were used in classes for enlisted men, conducted by the army, as well as in classes conducted by state boards.

At the request of the U. S. Shipping Board (Emergency Fleet Corporation) the Federal Board also prepared ship-building instructions. Shop work, done on-the-job in ship yards by the Shipping Board training section with related instruction in part time and evening classes, was conducted under state supervision.



T & I education trains linemen (top) Tacoma, Wash.; dental assistants, Jane Addams Vocational High, Cleveland (center); and electronics technicians, Orange Coast College, California.



Other types of T & I training programs include hairdressing (top), drafting, and, opposite, aeronautical mechanics.

Since World War I, military and political leaders have become increasingly aware of the defense potentialities of strong, federally-coordinated vocational education in states and communities. The nation has become vocational education conscious. Industry and business as well as schools have greatly extended and improved training programs, with emphasis shifting from preparation of unemployed youth for initial employment to the training of the employed, old or young. The importance of training supervisors, lead men and foremen is well recognized.

World War II found the federal-state cooperative program in full operation in all the states, the District of Columbia, Hawaii and Puerto Rico. Trade and industrial education had more than 700,000 pupils with 15,000 teachers working and many more in training. A 1939 survey of vocational school facilities by the U. S. Office of Education, for the War Department, showed that during the summer, with regular classes not in session, it would be possible to train 150,000 men in defense occupations.

From the time the survey of facilities began in 1939, a number of schools started intensive training to prepare workers for expanding defense production under the provisions of, and with facilities provided for, the regular federal-state program. The states and communities, however, were in no financial condition to pay such a bill.

In June, 1940, Congress made available $15,000,000 as an initial appropriation to give pre-employment skills training to defense job prospects and supplementary training to workers already in war plants. From 1940 to 1945, a total of $370,900,000 was appropriated for this effort.

In less than a month from the first announcement of the defense program, hundreds of vocational schools were in full swing on T and I training, supported entirely by federal funds appropriated for this purpose. Initial enrollment approached 75,000. By war's end in 1945, over 7,469,506 men and women had been trained for defense jobs.

Conditions were quite different from those of 1917-18. All instruction costs were paid from federal funds; classes were open to all persons employed in or eligible for essential jobs; the program was operated entirely by and through the states; military personnel training was only a small part of the effort; pre-job courses were directed toward initial employment, and supplementary courses were offered for persons employed. Many of these classes were "tailor made" to fit specific needs of specific industries. Federal money was allotted upon each state's training needs rather than on populations.

Although the program started in the summer of 1940 with buildings and equipment furnished by state and local communities, it soon became apparent that when regular fall classes started, more space and equipment would be needed. Congress authorized rental of adequate space and purchase or rental of more equipment.

It was also evident expansion required more teachers. This was solved by showing industry that lending one skilled worker to teach could soon produce dozens of initially trained workers. Many regular day school teachers were also used on extra shifts. When tools and machinery grew scarce, war production classes not only produced their own for training but made them for the Armed Forces and war plants.

Defense job training was provided for over 7,469,506 men and women between July, 1940, and July, 1945, and almost one million persons took supervisory courses.

In addition to the civil training, T and I handled 52 courses for 205,000 service men and trained over 403,000 civilian employees of the Army and Navy in almost every phase of repair and maintenance. Other specialized programs served the Army's Signal Corps, Quartermaster Corps, Corps of Engineers, Chemical Warfare Branch, and Transportation Corps.

Although women had long been in industry, their sphere had been largely in the needle trades and textiles. But World War II saw more than a half million women in pre-employment courses; better than four-fifths for machine shop, ship building, welding or aviation. Of nearly one million in supplementary courses, about 75 per cent were employed in these categories.

Meanwhile, throughout the duration of this tremendous war production training effort, identical federal-state cooperative agencies were also

carrying on the regular peacetime vocational program.

Out of a 1940 conference in Washington, June 24-27, came practically all the basic policies that carried war work training through nearly five successful years.

A crucial period in the federal-state cooperative program came in 1943, when an attempt was made to transfer its functions to the War Manpower Commission. But when Congress realized to what extent war production training was dependent upon the regular program, it left the work in the hands of vocational authorities.

Industrial education, always attuned to changes in industry, demonstrated in World War II that flexibility in trade and industrial education could be attained by an experienced nationwide organization. Training had to be anticipated -and it was.

At war's end, Congress made the most economical, the quickest and the most equitable disposition of surplus material on record with its Public Law 124, approved July 3, 1945, when all supplies and equipment purchased by state or community with federal funds under the War Production Training Acts became the property of the purchaser.

The Depression

By the end of 1930, the depression was forcing millions of adults out of work and thousands of young people out of school. By 1933, the Emergency Conservation Work Agency had been created to find work for all and provide job training for the young. This agency, cooperating with T and I leaders, set up classes in auto repairing, carpentry, bricklaying, mechanical drawing, radio and surveying.

A Baton Rouge plumbers joint apprenticeship committee meets at the Baton Rouge Trade School to plan sound training for apprentices in three Louisiana parishes.

As a part of the Works Progress Administration, the National Youth Administration was started in 1935 to provide work relief and jobs for youth between 16 and 25 no longer in school full time. During the latter part of NYA every effort was made to prepare these youth for war production. At the start, emphasis was on secondary education.

Much WPA work was in municipal building and improvement, and in training the jobless. By 1933, an agreement between the Federal Board for Vocational Education and the Relief Administration made funds available to states for trade and industrial education of those on relief. At the outset, these people joined regular T and I classes, but by 1939, they were in intensive defense classes—75,000 of them.

Early in the depression, vocational education enrollments rose slightly and, in the middle 1930's, levelled off. Outstanding, but representative of the contribution made to depressed communities, was the program in Williamsport, Pa. Cooperation of local vocational education authorities with every interested federal and state agency resulted in many types of schooling for various needs. The project brought new industry to the community and expanded existing plants.

Promotion, Development

Strong ties link T and I to federal offices and the states—a vital factor in the winning of World War II. Such relationships also helped vocational education make an outstanding contribution in World War I.

Following precedent set by the National Society for the Promotion of Industrial Education, the American Vocational Association along with the states has largely spearheaded the passage of the subsequent acts to aid vocational education since 1925. In this, representatives of all divisions of AVA take part.

The AVA, with its trade and industrial and other divisions, has done much to accelerate progress. Among affiliates or cooperating groups are the National Association of State Supervisors of Trade and Industrial Education, the National Council of Local Administrators of Vocational Education and Practical Arts, the National Association of Industrial Teacher Educators and the American Technical Education Association.

The T and I Division of the AVA provides the means for teachers, su-

At the Lafayette Vocational School, Lexington, Kentucky, apprentice carpenters learn a thing or two about the framing square from their instructor, John Baker.

pervisors and directors at state and local levels to plan together and solve mutual problems.

AVA's vice president for T and I represents the division on the AVA Executive Committee. Assisting the vice president is the Policy and Planning Committee, composed of representatives from each region as established by the Vocational Division of the U. S. Office of Education, the National Council of Local Administrators, the National Association of State Supervisors of T and I Education, the National Association of Industrial Teacher Educators, and the T and I Women's Section. This committee advises the vice president on matters relating to AVA policies, research and publications.

The AVA and T and I education personnel work together to attract and keep strong public support. Labor and industrial groups have shown time after time their confidence in T and I education and have directed efforts toward adequate financial support. The AVA serves as an expert coordinating body to national, state and local groups.

Teacher Education

Fifty years have shown many changes, much progress. Prior to the Smith-Hughes Act, some colleges, universities and communities engaged in what was known as teacher education for manual training. Stout Training Schools, Bradley Polytechnic Institute, Columbia University, Pittsburg (Kans.) Manual Training School, Oswego, and Miami University were among the first, most of them stressing subject matter rather than method.

One fascinating part of T and I's history is the success of developing teacher resources from so few to today's 29,895. The first efforts to train skilled mechanics for teaching were made by Dr. Daniel H. Upton of the Buffalo Normal School in 1910.

The first professionalized courses appeared about 1910 at about the

Albuquerque, N. M., boasts the latest equipment for the automechanics shop.

time vocational guidance was being considered in formal courses.

Two- and four-year curricula for manual arts teachers were available at several institutions. The University of Wisconsin, with one of the first departments of practical arts for teacher training, offered two scholarships for "carefully selected high-grade mechanics."

The National Society, anticipating the need for trained skilled mechanics as teachers, operated teacher classes three years before the Smith-Hughes Act.

With the passage of this Act, numerous universities, colleges, state boards and local districts started trade and industrial courses in secondary schools. These were extended to student teachers. A few years later, a number of institutions were offering a degree in industrial education, which frequently included both industrial arts and vocational trade and industrial education. Another development was the gathering of national and state leaders, teachers, directors and supervisors during the summer at several universities for course work, seminars and research. The sessions were inspirational, and helpful.

Gradually, industrial teacher education developed separate curricula. Soon there were demands for graduate trade and industrial work.

As the work developed, not only did higher institutions and state officials give professional courses for craftsmen becoming teachers, but local directors and supervisors also provided considerable assistance to future teachers. As states established certification requirements for teachers, supervisors and directors, they recommended professional courses and tried to help applicants meet requirements through summer campus programs or by extension in the community during the school year.

Various short courses and instructional manuals were used during the 1930's on techniques for instructors in the alphabet programs. This was equally true during the defense, war and post-war periods.

World War II disclosed faults in teacher education so serious the U. S. Office of Education sponsored two meetings in the late 1940's to consider them. The outcome was a suggested list of certification courses and program proposals for full time teacher educators, shop teachers, coordinators, supervisors, directors and part time teachers. Emergency teacher education, instructional materials for apprentices, and methods of conducting trade and industrial teacher education were outlined. This material proved priceless for certification officials, teacher education institutions, state boards, local directors and supervisors.

Within the last decade, the workshop procedure for upgrading in-service teachers, supervisors and prospective teachers has proved a success.

Another milestone was the organization of the National Association of Industrial Teacher Trainers—the name changed a few years ago to the National Association for Industrial Teacher Educators. This group, with more than 300 active members, meets annually. Its committees produce much material, many helpful aids.

Help Thy Neighbor

During the last several years, assistance has been provided to some of our neighbor nations in the form

(continued on page 104)

The sheet metal shop, North Dakota State School of Science, Wahpeton.

50 Years of Progress in Professional Organization

THE STORY OF THE development of concerted action among vocational educators is well known.

The first voluntary association was the National Society for the Promotion of Industrial Education, founded in 1906. Its name was changed in 1918 to the National Society for Vocational Education—a reflection of broadened interests.

The Vocational Association of the Middle West, organized as a regional group in 1914, soon assumed an important role in bringing vocational education to public attention.

In 1925, the two groups merged to form the American Vocational Association, incorporated in 1929. AVA set up permanent headquarters in Washington, D. C., with a full time executive secretary and staff in 1933. Since then it has grown steadily in membership, prestige and service.

This bare outline of turning points in the history of professionalism among vocational educators takes on heightened interest and meaning when enriched with the words and memoirs of the men and women responsible for the significant influence of these organizations during the 50 years of their existence.

Excerpts from reports, speeches and statements of some leaders who have contributed to the activities of the American Vocational Association are presented here.

The National Society, 1906

The meeting to effect a permanent organization of the Society for the Promotion of Industrial Education was called to order, Dr. James P. Haney, Director of Manual Training, Public Schools, New York City, presiding, at 4 p.m., Friday, November 16, 1906, at Cooper Union in New York City. Present were about 250 persons, among them prominent businessmen and educators from New York, Chicago, Boston, Philadelphia, Springfield, Ill., Milwaukee, Buffalo, Cincinnati, Raleigh, N. C.

From the Constitution: "The objects of this Society shall be to bring to public attention the importance of industrial education as a factor in the industrial development of the United States; to provide opportunities for the study and discussion of the various phases of the problem; to make available the results of experience in the field of industrial education both in this country and abroad, and to promote the establishment of institutions for industrial training."

Address by Milton P. Higgins, President of the Organization Committee: "Has not the time come when the search-light of education, in the form of industrial education, will touch the man who works with tools, the artisan in general engaged in all the productive industries, the man who controls the ponderous machine, who guides the instrument of precision, the workman upon whom the engineer must ever depend to realize his ideals? Skill is a counterpart of knowledge. Is it too much to expect that through skill given to the workman, there may result a better life, a better citizenship, and also a higher culture?

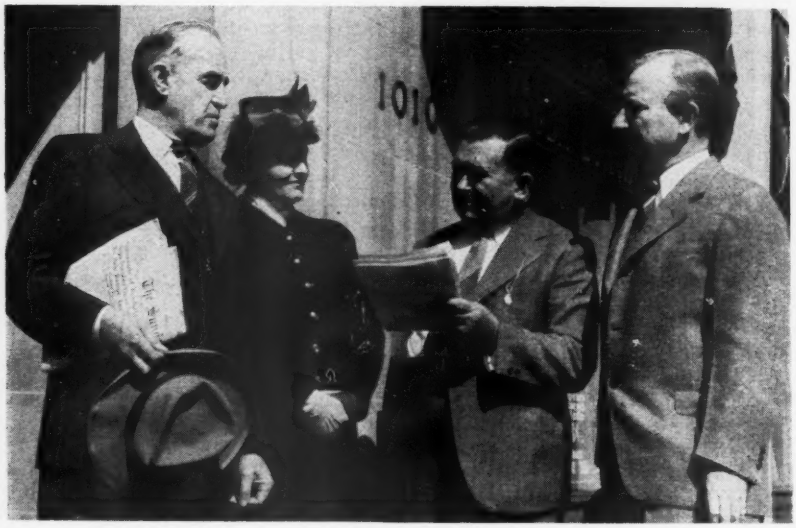
"The history of this movement, briefly stated, is this. . . . Dr. James P. Haney and Prof. C. R. Richards

The Second Meeting

National Society for Promotion of Industrial Education, Atlanta, Ga., Nov. 19, 20, 21, 1908—the second annual meeting of the organization. Front center, Dr. Robert C. Ogden, General Education Board, New York; Joseph M. Terrell, former governor of Georgia; Rufus M. Stimson, Massachusetts. R., center: Jere M. Pound, Georgia State School Commissioner; M. J. Duggan, later, Georgia State Superintendent of Schools and Director of Voc'l Educ.; J. C. Wright, Director, Federal Board for Vocational Education, 1922-1946.

At the 40th annual vocational meeting, St. Louis, Mo., Florence Fallgatter became the first woman president of the AVA. Shown at right, she is head of the home economics education department, Iowa State College. Second woman president to serve was Martha Creighton, Head, Home Economics Education, Virginia Polytechnic Institute, Blacksburg, who was elected to head the Association in Boston in 1952.

Below, The first AVA Executive Secretary, Dr. L. H. Dennis and Mrs. Dennis; John A. McCarthy and William Boutwell, former Managing Editor of the Journal, pose in front of the AVA Washington headquarters building in 1944 when Mr. McCarthy was AVA President.



. . . came to the conclusion that the time had come to secure united action concerning industrial education. Through (their) influence thirteen men met on the 9th of June at the Engineers' Club in New York City. This meeting revealed the fact that a deep and widespread interest prevailed throughout the country in industrial education. At the meeting a sub-committee of five was appointed and during the summer this committee held frequent meetings in New York and Boston, resulting today in the formation of the National Society for the Promotion of Industrial Education."

The First Annual Meeting

From the Address of the President, Henry S. Pritchett, President, Carnegie Foundation for the Advancement of Teaching, New York, at the first annual meeting of the Society for the Promotion of Industrial Education, Chicago, January, 1908:

"We are behind, and as an old Methodist belief holds that the first step to improvement is a conviction of sin, so the first purpose of this Society is to make it clear to the American people that the facts show that we are behind; that we are not preparing our men and our women as they must be prepared to be effective economic units. Part of the mission of this Society is to bring to the attention of our national life, of our people, this realization of our shortcomings.

"During this, the first year of our work, our attention has been focused on . . . calling the attention of the public to the conditions which exist today in our own country."

At the time of the 1908 convention, state branches were operating in Alabama, Georgia, Massachusetts, Montana, Ohio, Pennsylvania, Rhode Island and Virginia. An additional 29 states had organization committees at work.

The Society Grows

From the address of the President, William C. Redfield, U. S. Secretary of Commerce, at the Society's eighth annual convention, Richmond, Virginia, 1914:

"Glancing briefly at the record of this National Society, it tells a story of which we, who have been associated with it, may be proud. It has molded—I might almost say it has made—the legislation on our subject of six or seven states. It is molding—it may make—the legislation of four or five more in the present year.

"It has gathered such an interest about its work that 25 cities have called upon it for assistance in the making of surveys and studies for their own industrial good. . . . Its representatives have been in both Houses of Congress, and have been appointed upon a Federal Commission upon the subject of vocational education.

"It has the confidence of educators in its line of action in many cities, and now and here, at its annual convention, men and women are gathered from the Pacific, the Gulf, the Atlantic, and the Lakes, to learn what it may have to teach."

Tenth Annual Meeting

From the Report of the Committee on Resolutions at the Society's Tenth Annual Meeting, Indianapolis, 1917:

"Assembled at the end of the first ten years of its existence, the Society views with satisfaction the extraordinary advances in the understanding of vocational education which, in this comparatively short period, have been made. . . . This period has witnessed a classification of ideas as to the scope and purposes of vocational education that has been of inestimable value, not only in the special field, but in that of education as a whole, and it is singularly fitting that the tenth year meeting should be signalized by the signing by the President of the United States, during the session, of the Smith-Hughes Bill extending federal aid, under wisely guarded conditions, to vocational education throughout the States.

"Realizing the important part that this Society has been able to take in the shaping and enacting of this important body of national legislation, and believing that the beneficent effects upon the health of the United States of this Act, if soundly administered, are beyond even the highest present expectations, the National Society for the Promotion of

Industrial Education is convinced that its obligations in the matter of vocational education, far from being discharged by the passage of this significant measure, are but rendered all the greater, and pledges itself to use its every endeavor, both as an organization and through its constituent members, to have this Act administered by persons both competent and trustworthy, and to see that the moneys which it provides are spent, in each and every state, to the best interest of effective education."

The Society Changes Its Name

At the Indianapolis meeting, L. H. Dennis, then Director of Agricultural Education for the state of Pennsylvania, presented a resolution asking that the name of the Society be changed to reflect an enlarged field of interest following the passage of the Smith-Hughes Act. A committee was appointed to study the future of the association.

From the report of the Committee on Future Policy, Name, and Organization, Frank V. Thompson, Chairman: "The National Society for the Promotion of Industrial Education in 1918 has a membership of about 1,700 persons. . . . (It) reached its first milestone when the Smith-Hughes Bill became the Federal Act for Vocational Education. This Act marked the close of ten years' effort to secure federal and state aid for vocational training below college grade.

"The Society has carried out the program for which it was organized. . . . What program shall be adopted for the future?

"The problems arising under the administration of a federal system of vocational education in the prosecution of the war, and in meeting twentieth century conditions, cannot be solved by individuals working alone. Common policies, standards and underlying principles must be evolved. . . . The promoters and friends of vocational education are its stockholders. They will watch its development under the Smith-Hughes Act. They will require frequent meetings to discuss it, to offer suggestions, or to make criticisms. What shall be the form of organization through which this large body of stockholders can best work out this national program for secondary vocational education?

"The scope of the National Society should include vocational subjects aided by the Smith-Hughes Act, as well as all vocational subjects below college grade. It should become the National Society for Vocational Education.

"Its membership should include all teachers, directors of vocational education below college grade, educational administrators and a wider representation of employers and labor."

At the Annual Business Meeting in Philadelphia in 1918 the new constitution, establishing the National Society for Vocational Education, was adopted. The association assumed the form it still follows, with an Executive Committee composed of officers representing various fields of vocational education and a legislative body consisting of representatives from different states based on state membership. Called the Educational Council in 1918, the legislative group is now the House of Delegates.

The Society in 1918

From the Report of the President, David Snedden, Professor of Education, Teachers College, Columbia University, New York, in November, 1918, following the Armistice:

"Those of us who have been endeavoring to discover and apply the principles of sound vocational education—especially the agricultural, commercial, industrial and homemaking education suited to the rank and file—are clearly at the opening of a season of exceptional need and exceptional opportunity. Our larger work had been well begun in only a few states when the war arrested our efforts. . . . But if the war called a halt to much of our work of peacetime vocational education, it multiplied a thousand-fold our war-time vocational education. . . .

"During the next year, we ought to make a new start in vocational education. To that end one of the first steps will be to digest and interpret the lessons of the war education itself. . . . What are we to learn from the undoubtedly effective methods by which, in a few short months literally millions of civilians have been trained for deadly (happily temporary) vocations?"

The Middle West Group

The Vocational Education Association of the Middle West was organized at the City Club, Chicago, January 16, 1914. The call for the meeting was issued by William J. Bogan, Principal of the Lane Technical High School. Begun at a critical period in the history of vocational education, the association set out to provide an open forum where advocates of all types of vocational education could find a hearing.

To spur membership promotion in state affiliates, AVA developed a membership awards program. Dr. Albert E. Jochen, who headed AVA's membership committee when the plan was devised, presents banner to William J. Schott.

Policy and Planning Committees that guide divisional activities are important to AVA's overall program of work. Shown here is the T & I group, 1954, l. to r.: Richard Howes, Conn.; T. E. Hampton, La.; Warren G. Seeley, Tenn.; C. E. Highlen, Ind.; George Morgenroth, N. J.; J. C. Woodin, Kans., Chairman; Robert Reese, O.; Blanche Nechanicky, N. Y.; Wm. G. Loomis, Ore.; H. C. Thayer, Wis.; Lawrence Borosage, Mich., and Russell K. Britton, Denver, Colo.

In 1920, the National Society held a joint convention with the Vocational Education Association of the Middle West, in Chicago. The 1922 convention, held in Detroit, was also a joint meeting for the two groups.

These early manifestations of unity in objectives and functions resulted in the merger of the two organizations a few years later. The National Society acted to merge at Cleveland, Ohio, December 4, 1925. The Middle West association acted at Des Moines, Iowa, March 20, 1926.

The AVA Is Born

From the report on the new association by its first president, Edwin A. Lee, Director, Division of Vocational Education, University of California:

"The American Vocational Association is now an assured fact. With the same unanimous vote that was given by the National Society for Vocational Education, the Vocational Association of the Middle West voted to amalgamate and thus took the final step necessary to the actual organization of a truly national association for vocational education.

"The American Vocational Association therefore faces the future with an absolutely united personnel. Its potentialities are limited only by the vision and the effort which every member can bring to bear upon the problems which it will face. There will be many difficulties. There will be some disappointments. Such are inevitable, but they will be overshadowed completely if the splendid spirit which now apparently motivates every vocational educator can be kept at the fine level of enthusiasm which at present exists."

From the First Report of the First Secretary of the AVA, Z. A. Smith, State Director of Vocational Education, Indianapolis, Indiana:

"The uniting of these two important organizations has given the cause of vocational education a strong national association with a program nationwide in scope. With such an organization supported wholeheartedly by all of the vocational education forces of this country, the program of vocational education will be advanced materially from year to year.

"The American Vocational Association is launching a program of vocational education service which will directly benefit every state in the Union. The quarterly *News Bulletin* (forerunner of today's AMERICAN VOCATIONAL JOURNAL) is one phase of this service. Another phase of the service program is that of assisting states in bringing to state conventions and conferences leaders in special fields of vocational education."

The AVA Grows

In 1929, the Association had grown from 1,222 members at the time of its formation to 7,585 members, from 47 states, D. C., Canada, and Scotland. The bank balance, reported by Treasurer Charles W. Sylvester in his second report, was $9474.77.

The Association became incorporated and began a program of soliciting life members. The first recorded life member was Howard S. Bennett, Principal of the Rochester Shop School, New York State, who joined in May, 1929.

From the President's Message, 1930; Paul Chapman, State Director of Vocational Education, Georgia:

"Thirteen years ago on the 17th day of February, a small group of educators and industrial leaders were gathered at a banquet in Indianapolis.

"During the meeting a telegram was received announcing that President Wilson had signed the Smith-Hughes Act. Tears came to the eyes of many of those present—tears of happiness, for the telegram meant victory—won by a small, but consecrated organization. . . .

"Two months ago more than 700 of us gathered at a banquet in New Orleans. In many respects it was the most successful and delightful meeting ever held by a group of vocational education workers and their friends. Again we had the pleasure of noting the passage of another measure, the George-Reed Act, which will increase and extend the opportunities for vocational education.

"Such meetings as the two cited are the high spots in the activities of our association—but the thing which everyone should realize is that the work which makes such happy gatherings possible is done in the intervals between conventions. And while this work, to a great degree, is directed by the officers of the association and carried on by its committees, still its effectiveness depends upon the attitude and the support of every member of the organization . . .

Chicago convention scenes, ten years apart. Above the convention committee for the 1942 meeting poses. Standing, J. E. Hill, L. V. Newkirk, E. J. Simon, Urban G. Willis, Henry H. Hagen, and C. E. Lang. Seated: Philip L. McNamee, L. H. Dennis, William H. Johnson, Arthur B. Mays, and Sophie Theilgaard. At right, in 1952, convention delegates throng the lobby of the Conrad Hilton.

Charles W. Sylvester, Eva W. Scully and Julian McPhee, AVA President in 1948, check program details at the Atlantic City, N. J., Convention in 1949.

Twenty past presidents of vocational associations are active educators today. Above, AVA past presidents in attendance at the Atlantic City Convention in 1955 line up. They are: Arthur K. Getman, Thos. H. Quigley, John J. Seidel, John A. McCarthy, M. D. Mobley, Frank C. Moore, H. C. Fetterolf and Martha Creighton. Opposite, at the Boston Convention, 1941, Patrick J. Smith, Philip J. Spang, Edward McDonough and M. Norcross Stratton check details.

"Our organization is in splendid condition. Last year we had a larger membership, more money, and perhaps a better morale than ever before. This is fortunate, for in 1930 the AVA must shoulder great responsibilities."

One of the important professional steps taken by the Association during the 1930's was the revision of the AVA constitution at the 1932 Convention, to include industrial arts education as an official division. First vice president to represent this group of educators so closely allied with vocational forces was R. W. Selvidge of the University of Missouri. Since that time, the activities of the AVA have been carried out in the broad philosophy of advancing the common interests of all vocational and practical arts educators.

The Washington Office

The decision of the AVA Executive Committee in 1933 to employ a full time executive secretary marked the beginning of a new era of service for the American Vocational Association. In 1934 the headquarters office was established in Washington, D. C., at 1010 Vermont Avenue, where it still is today.

From the report of the Committee responsible for the employment of the Executive Secretary, Dr. Arthur K. Getman, Chairman, State Supervisor of Agricultural Education, New York:

"For several years there has been a strong sentiment favoring the services of a permanent Executive Secretary, representing the American Vocational Association at Washington.

"Already, at the National Capital, many of our leading national organizations are represented through Executive Secretaries. . . . In recent months, the services of vocational education have been restricted because we were not represented at the council tables when important problems were considered or when we in vocational education had a real contribution to make. . . .

"Through our Executive Secretary we may now contribute our share in shaping many public policies and in carrying back to the states higher levels of achievement in vocational and technical training. . . . As the office of our Executive Secretary becomes well established and as his contacts and professional acquaintances are extended, his services will grow in proportion."

This prediction concerning the activities of L. H. Dennis, first Ex-

In Boston, 1952, AVA Executive Committee members form a receiving line to greet delegates, a convention custom that has been continued each year.

ecutive Secretary of the AVA, was more than fulfilled during the 17 years Dr. Dennis served as head of the professional association of vocational and practical arts educators.

The success of his first year of activities is outlined in the initial Executive Secretary's report, which appeared in the reorganized official publication, the *AVA Journal and News Bulletin,* in May, 1935:

"Some of the larger activities of the first year of the Washington office have been those legislative activities incident to the introduction and passage of the George-Ellzey Law. We have every reason to feel quite grateful over the outcome of our efforts as an association in securing the passage of this law. . . .

"Your Executive Secretary had the opportunity to meet state vocational groups in 17 states during the past year . . . (and) attend numerous national conferences and have many contacts and individual conferences with leaders in many lay and professional organizations. . . . At the close of our membership year on August 31, 1934, we had a total membership of 11,303. . . .

"It is very apparent that there is a decided upturn in the stabilization and development of vocational education and practical arts in this country, and that the AVA as an organization has contributed and can contribute much towards the further development that is needed."

AVA and World War II

From the report of the 1941 AVA Convention, held in Boston, Massachusetts, by L. H. Dennis: "In Boston a group of early arrivals for the annual convention of the American Vocational Association heard the news on December 7 as they returned from visits to historic scenes of our First War for Freedom. . . . Their reaction was immediate. In word and action the answer to Pearl Harbor was 'Step up the training of workers for war production—and more war production.'

"A few hours after Congress declared war on the Axis powers, the AVA, through official representatives of our 26,000 members in the annual session of the House of Delegates, in the traditional AVA manner of meeting emergencies — gave hearty approval to a measure presented by the Committee on Resolutions which pledged—'the united and untiring efforts of our membership and the complete utilization of our vocational schools and training facilities throughout the nation in an all-out Training-For-Victory Program.'

When M. D. Mobley came to head the AVA Washington office in 1950, the U. S. Office of Education had a tea in his honor. L. to r.: Mrs. Mobley, Dr. Mobley, R. W. Gregory, then U. S. Assistant Commissioner for VE; Mrs. Gregory.

"It is safe to say that every session in each of the sectional programs was influenced in some way by the new outlook that came with the declaration of war. . . . Even though our AVA delegates were keyed up to wartime pitch at the end of their first day's session, it remained for Paul V. McNutt, Federal Security Administrator, first speaker at the annual AVA banquet, to bring home to everyone present on that memorable occasion the real seriousness of the task ahead for vocational education in an all-out war effort."

The Association continued to lead the way in channeling the energies of vocational educators toward winning the war. In the words of John J. Seidel, State Director of Vocational Education in Maryland and President of the AVA in 1942:

"Your Executive Committee and many special committees have given generously of their time and professional experience in guiding the rapidly expanding program of vocational education in this country."

A special issue of the AMERICAN VOCATIONAL JOURNAL, June, 1945, was devoted to a record of the outstanding achievements of vocational educators toward winning the war in Europe. In the same issue, the Association turned its attention to the gigantic task facing the country—a retraining program for peacetime production — and reported on the Senate hearings on the bill to expand vocational education — the George-Barden Act, passed in 1946.

A past president of the AVA, Ray Fife, Professor of Agricultural Education, Ohio State University, in the September, 1945, JOURNAL wrote:

"As I look back on ten years of accomplishment, the American Vocational Association program has surpassed my fondest expectation. Particularly in the area of representation in the educational councils of the nation, our Washington office has performed a magnificent service. Each civilian engaged in vocational education work has a responsibility for maintaining a strong national Association to which our men and women in military service may return."

The Postwar Years

Passage of the George-Barden Act in 1946 ushered in a period of increased activity on the part of the professional association for vocational and practical arts educators.

The fortieth annual vocational convention in St. Louis, Missouri, brought the end of a long standing tradition. A representative of home economics education was elected president. Florence Fallgatter, Head of the Home Economics Department at Iowa State College, became the first woman president of the AVA.

In 1948, the Association approved a revised constitution which established an Advisory Council that represented all the various groups associated with the AVA. This move further democratized the organization and its activities.

Expanding interests of the Association are indicated by resolutions passed at the Milwaukee, Wisconsin, convention in 1948. Covered were such subjects as the need for peace among the nations of the world; vocational education in other countries, particularly occupied countries; a pledge of support for strong national leadership in the field of vocational education; and increased appropriations under the George-Barden Act.

L. H. Dennis Retires

In 1950, Dr. L. H. Dennis, Executive Secretary of the AVA for 17 years, presented his final report to the gathering of vocational educators in Miami, Florida, at the 25th AVA Convention. Excerpts from it indicate the important role the Association had played in the growth of vocational education throughout the nation:

"It seems worthwhile to point out the significance of the steady growth of the AVA (total membership in 1950 was 33,810). First of all it is a barometer of the steady growth of this phase of education in our American public school system.

"Secondly, increased membership in the AVA is an index to the professional awareness of vocational educators, who realize that organization at the state and national levels is the surest way to protect status and raise standards.

"Through the AVA, vocational educators have made their voices heard in the current program to clarify the objectives and improve instruction in the high schools of America (the life adjustment education program) . . . . The AVA was in the foreground of organization and participation in all the conferences of educators called forth by the Korean situation. . . .

We can be proud of the record of our Association. . . . We are confident . . . that the AVA will build an even greater record of service and achievement during the next 25 years."

M. D. Mobley

While only six of the years in AVA's second quarter-century have gone by, Dr. Dennis' prediction is already being fulfilled. AVA's new Executive Secretary, M. D. Mobley, former State Director of Vocational Education in Georgia, faced a year of baptism by fire by successfully leading the fight to prevent a severe cut in the amount of federal money authorized for vocational education.

Tribute to his first year's work is recorded in the report of the 1951 President, H. C. Fetterolf, State Supervisor of Agricultural Education in Pennsylvania:

"Dr. Mobley was faced with responsibilities that could easily have required the energies of twice his office force. Insufficient help, inadequate salaries, meager facilities, and limited funds identified his job from the beginning as a tough one. Regardless of all handicaps, he has succeeded in propelling AVA through one of its most brilliant years of accomplishment."

Since then, AVA's financial predicament has been largely dissolved by two increases in annual dues. As a result headquarters in Washington have expanded in staff members, office space, and equipment.

The AVA program has been augmented; more committee meetings have been held; newsletters and communications have increased in quantity; distribution of publications is on an unprecedented scale; and the AMERICAN VOCATIONAL JOURNAL, official magazine, has grown in service and prestige.

Another important step forward was the employment, in 1954, of an Assistant Executive Secretary, Lowell A. Burkett. A former member of the Industrial Education Staff of the Illinois State Department of Education, Mr. Burkett has concentrated his contributions on service to affiliated associations and arrangements for the annual AVA conventions. He has enabled the Association to make ever greater strides forward in the interest of vocational and practical arts education.

Top: Gilbert G. Weaver (r.) who has chaired AVA's Committee on Research and Publications for many years, with Louise Bernard and William J. Micheels.

Center: AVA is consistently represented at important conferences. Here Dr. M. D. Mobley and Dr. Charles W. Sylvester attend a '56 invitation vocational conference initiated by Dr. Benjamin C. Willis, General School Supt. in Chicago, in cooperation with AVA. Superintendents, school board members and heads of vocational education in 10 of the nation's largest cities met to discuss ways and means of pooling resources to improve and expand vocational and practical arts education.

Opposite: Dr. Charles W. Sylvester, Dr. Mobley, and Assistant Executive Secretary Lowell A. Burkett with a citation presented to Dr. Sylvester when he retired as head of the vocational program in Baltimore in 1956.

HISTORY OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION

By Dr. M. D. Mobley

FROM THE 1906 BEGINNING of the first vocational organization — The National Society for the Promotion of Industrial Education— members of this and subsequent movements have been the major forces in promoting the passage of laws to make federal funds available for vocational education. But for the American Vocational Association and its predecessors, there would be no such financial aid today.

It was the officers and members of vocational associations who led the fights to win and protect appropriations and to foster new laws expanding the program.

So many hundreds have helped it would be difficult to list each name. But two men, because of their outstanding leadership in legislative matters over a long period, should be mentioned.

The late Dr. Charles A. Prosser sparked passage of the Smith-Hughes Act in 1917.

The late Dr. Lindley H. Dennis, as AVA Executive Secretary from 1932 through 1950, provided the dynamics and force that put across two vocational education acts. Dr. Dennis, with an unusual talent for planning and executing legislative programs was indeed the genius back of many efforts to protect and promote the cause.

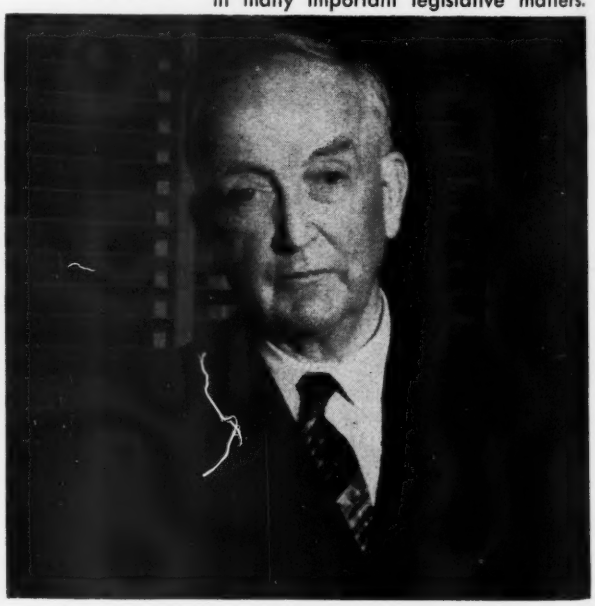
The vocational measures approved by Congress during the 50 years from 1906 to 1956 are the flowering of a tremendous effort. For all but a very few of these years, Congress has proved a strong supporter of the vocational program. This is evidenced by the measures it passed these last 40 years and by the overwhelming defeat of efforts to reduce or eliminate federal funds for vocational education.

Each fight to preserve or to increase appropriations has increased vocational education's prestige and popularity with members of Congress. This has been due, in part, to effective handling of legislation. The primary reason, however, is the years of fine work at the grass roots. No program can be expected to keep the support of Congress unless it is carried on efficiently and effectively. Through the years vocational educators have endeared themselves to Congress because they are a devoted, dedicated people, doing an outstanding job.

One of the many important reasons why National Congress has, for 40 years, made vocational funds available was stressed by the late Representative Dudley M. Hughes, co-author of the Smith-Hughes Act, in a speech in the House of Representatives July 16, 1916, when he was voicing his support of the bill he had just introduced. Because the efficiency of each individual worker adds up to the strength of our nation, there is a national element in our programs of vocational education.

For 50 years Congressional leaders have contended our people's skill and productivity is a national responsibility for security, economic and social reasons. Thus, a sound vocational program cannot be left entirely to state and local support.

The late Dr. Charles A. Prosser not only sparked the fight which led to the passage of the Smith-Hughes Act but continued to exert outstanding leadership in many important legislative matters.



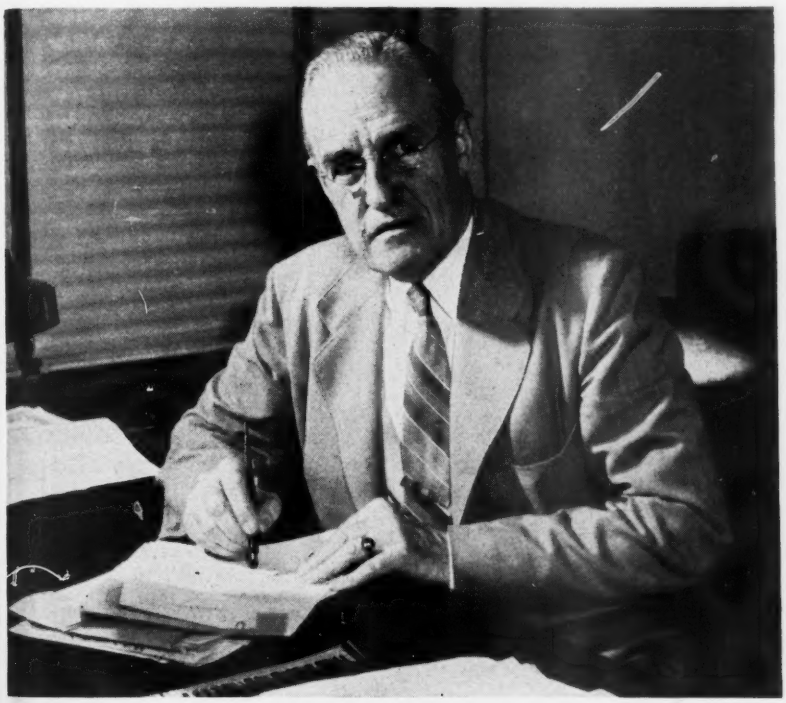
Smith-Hughes Act

The Smith-Hughes Act (Public Law 347, 64th Congress) was introduced by the late Senator Hoke Smith of Georgia, and by the late Representative Dudley M. Hughes of Georgia. Both men served on the Commission established by Congress to study the need for federal aid to promote vocational education, Senator Smith as Chairman. In fact, the Smith-Hughes Act was an outgrowth of their *Report of the Commission on National Aid to Vocational Education.*

For many years, both Senator Smith and Representative Hughes had been promoting practical education in their home state. They were active in the establishment of the Agricultural and Mechanical Schools, one in each of Georgia's 12 Congressional Districts. These schools, providing practical training in agriculture, industry and homemaking, began in 1906—the same year the Society for the Promotion of Industrial Education was organized.

The Smith-Hughes Act was signed into law by President Woodrow Wilson February 23, 1917—only a month and a half before the United States entered World War I. This Act provides a permanent appropriation of a little more than $7 million annually for vocational education in agriculture, trades and industry, home economics, and for teacher training.

Never has the Smith-Hughes Act been amended, except to extend its provisions to territories of the U. S. That this measure stands the test of almost 40 years is evidence it was drafted by men of vision and ability.



Dr. Lindley H. Dennis, AVA Executive Secretary 17 years (1934-1950) at his AVA desk shortly before retirement. Dr. Dennis is one of two men cited by Dr. Mobley for "outstanding leadership in legislative matters over a long period of time."

George-Reed Act

The George-Reed Act (Public Law 702, 70th Congress) was introduced by Senator Walter F. George of Georgia and Representative Daniel A. Reed of New York. The sponsorship began more than a quarter century of outstanding support for vocational education by Senator George. Since passage of the Smith-Hughes Act in 1917, he has sponsored every vocational measure passed by Congress.

The George-Reed Act was a temporary measure that authorized an increase of $1 million annually for four years (1930 to 1934) to expand vocational education in agriculture and home economics. It was approved by President Calvin Coolidge Feb. 5, 1929.

George-Ellzey Act

The George-Ellzey Act was another temporary measure (Public Law 245, 73rd Congress), sponsored by Senator Walter F. George of Georgia and Representative Lawrence R. Ellzey of Mississippi. Signed by President Franklin D. Roosevelt May 21, 1934, it authorized an appropriation of $3 million annually for three years, to be apportioned equally for training in agriculture, home economics and trades and industry. In a sense, it replaced the temporary George-Reed Act.

George-Deen Act

The George-Deen Act (Public Law 673, 74th Congress) signed by President Franklin D. Roosevelt June 8, 1936, was sponsored by Senator Walter F. George of Georgia and Representative Braswell Deen of Georgia. It authorized on a continuing basis an appropriation of approximately $14 million a year for vocational education in agriculture, home economics, trades and industry and, for the first time, distributive occupations.

When Congress appropriated enabling funds for this measure for the year ending June 30, 1937, vocational education was given its biggest boost in federal funds for any one year. The late Dr. Lindley H. Dennis, then AVA Executive Secretary, deserves much credit for planning the strategy and organizing the support for this most important victory. Dr. Dennis had the splendid assistance of vocational and lay leaders.

War Production Training

In 1940, Congress began making appropriations to states to train defense production workers (later called war production workers.) The first appropriation, $15 million, was increased year after year (especially after the United States entered World War II) until the full amount exceeded $100 million.

The program was discontinued at the war's end in 1945. But during the hostilities more than 11 million people were given specialized training in jobs and occupations needed to arm, equip and feed our armies and allies.

These millions of vocationally trained Americans truly made the United States an "arsenal of democracy." It was these skilled workers who spelled the difference between victory and defeat. They turned out the guns, the shells, the food and other ingredients of victory.

World Wars I and II proved the

value of vocational education to our security as well as to our abundant life.

George-Barden Act

The George-Barden Act (Public Law 586, 79th Congress) authored by Senator Walter F. George of Georgia and Representative Graham A. Barden of North Carolina, is an amendment to the George-Deen Act, and superseded it. It authorized a larger appropriation for vocational education, from $14 million to $29 million annually. The measure was signed by President Harry S. Truman August 1, 1946.

About the same time this measure became law, Congress approved the so-called "Bill of Rights" for World War II veterans, providing almost unlimited funds for their education. Vocational authorities throughout the nation helped set up the training programs.

Partly as a result of the huge sums reaching state and local school systems for vocational training for veterans, Congress did not vote the full amount authorized under the George-Barden Act until 1956.

From 1950 to 1954 one of the greatest threats to vocational education — efforts to eliminate federal funds—was defeated. Friends of the program rallied to AVA's call and, instead of eliminating funds, Congress voted an extra $5 million for 1955, and for fiscal 1957 still another increase of $5 million. This made a total increase of 68 per cent in three years in the George-Barden Act appropriations.

Practical Nurse Training

The Health Amendments Act of 1956 (Public Law 911—84th Congress) was approved by President Dwight D. Eisenhower August 2, 1956. It contains an amendment in the form of a new title to the George-Barden Act, authorizing $5 million a year for five years as grants-in-aid to states for the extension and improvement of practical nurse training.

The Act, as approved by the 84th Congress in July of 1956, was a committee measure, even though Senator Lister Hill of Alabama had introduced a practical nurse bill and Senator Alexander Smith of New Jersey had introduced for the Eisenhower administration an omnibus health bill containing a title that dealt with practical nurse training. The final measure was a compromise of the Administration's proposal and Senator Hill's.

Training Act for Fishing Industry

This measure was introduced by Senator Frederick G. Payne of Maine for himself and others and in the House of Representatives by Representative John W. McCormack of Massachusetts. It authorizes $375,000 annually as aid to states for vocational training "in the fishing trades and industry and distributive occupations therein."

Area Vocational School Proposal

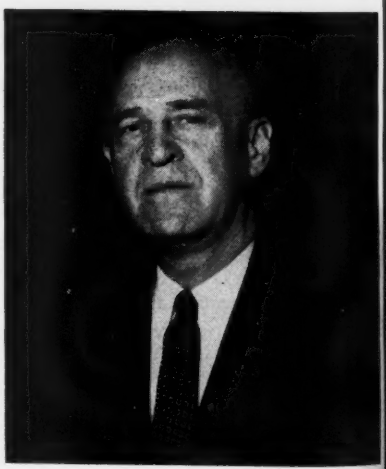
The last day the 84th Congress was in session—July 27, 1956—there was introduced in the Senate a measure (S. 4301) authorizing annual appropriations to states to promote and assist with the development of area vocational schools and programs. It was presented by Senator Lister Hill of Alabama for himself and 25 colleagues. The reason for introducing the bill the last day of the session was to get it before the attention of Congress and the nation in order to perfect it.

Only time will tell the result of this proposal, which could mean the beginning of another great revolution in the development of vocational programs and facilities.

Throughout these 50 golden years of progress, state vocational associations and the American Vocational Association have led the fight for legislative support for vocational education. They have worked together in consistent programs of work.

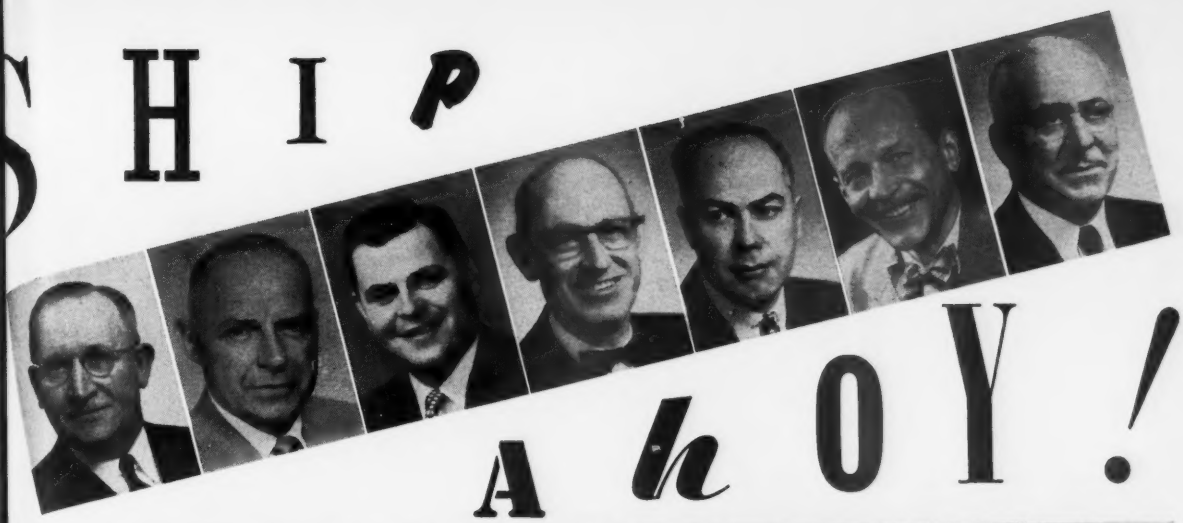
Our educators truly have proved that "in unity there is strength."

History was made for vocational education when President Harry S. Truman signed the George-Barden Act, August 1, 1946. Observing were: Dr. Charles W. Sylvester; Mrs. Sylvester; Senator Olin D. Johnston, S. C.; Senator Walter F. George, Ga.; Dr. M. D. Mobley; Mrs. Mobley; C. L. Greiber; Cong. Graham A. Barden; N. C.; Senator Lister Hill, Ala.; Ire McCarthy. Also present were Dr. and Mrs. L. H. Dennis; John W. Studebaker, and Dr. John C. Wright.



Opp.: Senator Lister Hill, Alabama, who introduced in the Senate a bill that would authorize annual appropriations for area vocational schools and programs July 27, 1956 (84th Congress).

SHIP AHOY!



WITH 32 YEARS AT SEA

Below, an early photo of Fred Bishop, Frederick Post, and his famous monkey—"Jocko"—friend and companion for years.

Top Row: Fred J. Gross, Stanley Tools; Arthur L. Ferry, A. Lietz Co.; Eugene Fink, Delmar Publishers; Paul F. Goward, School Arts; Howard Tanner, American Handcrafters; D. N. McCarl, American Technical Society; John Claude, Delta Power Tools.

Bottom Row: R. C. Stucker, Hardwood Corp. of America; William B. Jennison, School Arts; Harry E. Masters, L. S. Starrett; C. H. Clawson, Brodhead-Garrett; Paul Van Winkle, Chas. A. Bennett Co.; Wm. McKnight, Jr., McKnight & McKnight; Harry W. Sears, American Technical Society; Lois M. Corbeil, A. B. Dick Co.

All those shown are either officers of The Ship or members of the Steering Committee. Not shown are T. C. Linacre and Ronald Maxwell of the E. H. Sheldon Equipment Company.

THE SHIP IS AN organization of commercial exhibitors based on ideals of service and friendly cooperation. The keel was laid in St. Louis in May of 1923. *The Ship* actually was launched at the Western Arts Association Convention in Dayton, Ohio, 1924.

For several years prior to the *Ship's* creation, many of its founders had participated in injecting some wholesome fun and entertainment into educational meetings. Fred Bishop and his pet monkey, "Jocko," were well known for the fun and hilarity they created.

It all started one evening during the Western Arts Convention in St. Louis when a group of educators and exhibitors got together for a friendly session of tall tales. There was some discussion as to how the exhibitors and educators could better cooperate in making meetings and conventions more successful. The exhibitors were anxious to attract and maintain the

Shown in this Atlantic City boardwalk photo, 1925, are: L. L. Simpson, F. K. Phillips, American Type Founders, P. S. Emerson, Ind. Quartered Oak Co.; Miss Gordon, Abbott Educational Co.; Miss Opie, American Crayon Co.; E. E. Erickson, F. E. Matthewson and Arthur Dean. Others now unidentified. This material is from the files of the late Charles A. Roper.

educators' interest in their displays. Fred Bishop suggested that the commercial exhibitors form a new organization.

The late Dr. Arthur Dean, Professor of Vocational Education, Columbia University and Carl T. Cotter, Director of Vocational Education, Toledo, Ohio took an active part in the early planning and offered valuable help in the organization of *The Ship*. Both men gave generously of their time and talent in the interests of *The Ship* over a long period of years. Dr. Arthur Dean was the only educator ever to hold an elective office in *The Ship*. Dr. Dean was responsible for the name of the organization.

At the first *Ship's* program in 1924, Captain Frank Phillips and First Mate Ed Cherry suggested that a treasure chest should be devised by the organization, with each exhibitor contributing prizes for distribution at a drawing. The educators were given cards to have punched by each exhibitor and completed cards were placed in the Treasure Chest. The program was successful from the beginning. The exhibitors were given the opportunity to meet more of the people attending the convention. Many of the educators present at that first meeting praised the spontaneous support that both groups displayed. The encouragement and recognition given *The Ship* by leading educational groups and educa-

Dr. M. D. Mobley accepts The Ship's Citation from Harry W. Sears, American Technical Society, Chicago, '53. Mr. Sears authored this article of history.

tors has been an inspiration to the members of *The Ship* and today *The Ship* has a permanent committee established for the purpose of working with the educational groups in planning conventions and meetings all over the country.

During the first decade of *The Ship's* existence growing pains were suffered by all. It was only through the continued cooperation of the two groups that *The Ship* was able to weather the storm of depression years.

A groups of *The Ship's* officers met in 1939 and it was at this meeting that *The Ship's* Citation was established as a permanent part of *The Ship's* program. *The Ship's* Citation is awarded each year to an educator who has made an outstanding contribution to industrial arts and vocational education.

The following have received "*The Ship's* Citation:"

1939 AVA, Grand Rapids, Mich.
Mr. CHARLES A. BENNETT, Author and President of The Manual Arts Press, Peoria, Ill.

1940 AVA, San Francisco, Calif.
Dr. EDWIN A. LEE, Dean of Education, University of California, Los Angeles, Calif.

1941 AVA, Boston, Mass.
Dr. ROBERT O. SMALL, State Director, Vocational Education, Boston, Mass.

1942 AVA, Toledo, Ohio
Dr. CHARLES W. SYLVESTER, Treasurer American Vocational Association and Director, Vocational Education, Baltimore, Md.

1943 AVA, Chicago, Illinois
Dr. L. H. DENNIS, Executive Secretary, American Vocational Association.

1944 AVA, Philadelphia, Pa.
Dr. HOMER J. SMITH, Professor, Industrial Education, University of Minnesota, Minneapolis, Minn.

1945 Meeting of AVA (postponed until February, 1946), Buffalo, New York
Dr. J. C. WRIGHT, Retiring Chief, Vocational Education, United States Office of Education, Washington, D. C.

1946 AVA, St. Louis, Mo.
Mr. JOHN A. MCCARTHY, Assistant Commissioner and State Director, VVocational Education, Trenton, N. J.

1947 AVA, Los Angeles, Calif.
Mr. EARL L. BEDELL, Director, Vocational Education, Detroit, Mich., and DR. HOWARD A. CAMPION, Assistant Superintendent and Director, Vocational Education, Los Angeles, Calif.

1948 AVA, Milwaukee, Wis.
MR. CHARLES M. MILLER, State Director, Vocational Education, Topeka, Kans.

1949 AVA, Atlantic City, N. J.
Mr. THOMAS DIAMOND, Professor, Vocational Education, University of Michigan, Ann Arbor, Mich.

1950 AVA, Miami, Fla.
Miss VIOLETT O'REILLY, Director, L. E. Rabouin Vocational High School, New Orleans, La.

1951 AVA, Minneapolis, Minn.
CLYDE C. BOWMAN, Dean, Stout State College,Menomonie, Wis.

1952 AVA, Boston, Mass.
DR. E. E. ERICKSON, University of California, Santa Barbara, Calif.

1953 AVA, Chicago, Ill.
Dr. M. D. MOBLEY, Executive Secretary, American Vocational Association.

1954 AVA, San Francisco, Calif.
Dr. CLAUDE E. NIHART, Head, Trade & Industrial Teacher Education Dept., Los Angeles, Calif.

1955 AVA, Atlantic City, N. J.
FRANK MOORE, Supervisor, Industrial Arts, Cleveland Public Schools.

The history of *The Ship* is from the files of the late Commodore Charles A. Roper, *Ship's* historian, whose untiring efforts made possible the first *Ship's* history in 1951.

Clyde Bowman, left, accepts The Ship's Citation in 1951 from Charles Roper, McKnight & McKnight. Mr. Roper, beloved friend of vocational education and a member of The Ship of long and active standing, passed away in October, 1954.

This year we celebrate the Golden Anniversary of the American Vocational Association. *The Ship* feels honored to participate in the celebration along with its many friends.

A list of officers whose names appear on the first official letterhead of *The Ship* are as follows:

Elected Officers

FRANK K. PHILLIPS, Captain
EDWARD CHERRY, First Mate
FRED BISHOP, Second Mate
L. L. SIMPSON, Log Officers
GORDON L. JAMES, Purser
ARTHUR DEAN, Chief Radio Operator
WILLIAM H. MILLIKEN, Steward

Steering Committee

R. D. BALDWIN, Helmsman
FRED BISHOP
JOHN CLAUDE
FRED C. LAMPE
FRED J. GROSS

The Ship is returning to its home port with three members of the original group of officers: Fred Bishop, John Claude, and Fred Gross. They will be waiting with the rest of the crew to greet all passengers and make this convention a happy voyage.

SHIP'S PROGRAM
December 6, 1956
JEFFERSON HOTEL
St. Louis, Mo.
8:00 P.M.

Fifty Years of Progress in Trade & Industrial Education

(continued from page 90)

of cooperation in the development of trade and industrial teacher education programs. A number of the institutions leading in T and I teacher education and various educators have participated. Main purpose of these programs abroad is to develop T and I teachers who will train others to expand or create new economies for these backward lands. This can well be a means of helping to win a lasting world peace.

Leadership Conferences

A recent development in trade and industrial education is the leadership training conference, originally proposed by AVA members of the T and I Policy and Planning Committee to help potential leaders get information, exchange ideas, review current literature and solve current problems. Because of the national aspect, the AVA solicited the aid of the Vocational Division of the U. S. Office of Education, which sponsors these conferences. The first was held at Colorado A and M College during the summer of 1955, the second at Purdue University last summer. These efforts should materially strengthen the program.

Labor and Industrial Cooperation

T and I education was founded upon the cooperative efforts of business and industrial leaders, working with labor leaders and the vocational schools. An imposing example of this is the number of concerns now training their workers after having received vocational educational aid. Many of these concerns still ask for guidance and counsel.

In the apprentice program, labor, industry and vocational schools also join in providing for America thousands of her finest craftsmen.

One important contribution by industry and labor is their work on advisory committees, guiding the education of thousands.

Many industries and trade unions, operating special schools to up-grade craftsmen, show the cooperative spirit by making their facilities and instructors available to the public school teachers, thus keeping them abreast of technological developments.

Literature

Most early T and I literature was contained in Federal Board for Vocational Education bulletins on policies, organizations, types of classes, teacher education and trade analyses.

Such leaders as Charles T. Allen and Frank L. Cushman did much to adapt systematic analysis to training.

Others like Charles A. Prosser, J. C. Wright, Thomas H. Quigley, Harry A. Tiemann, David Snedden, John A. McCarthy, L. S. Hawkins and George P. Hambrecht recorded T and I's early history, principles, philosophy and accomplishments. Great credit for research goes to special agents in the United States Office of Education, Division of Vocational Education. Many excellent studies have been made by men and women in T and I working for advanced degrees.

A major achievement during our half century of progress has been the preparation of the books, magazines, and manuals that exerted so tremendous an influence. In the early days there were practically no publications or aids. Today the large selection is an inspiring reality, a monument to our leaders. The publishers have served well in making this material available. Because certain limited fields sometimes preclude commercial publication, several states have curriculum development centers that publish essential materials, particularly valuable in apprenticeship.

Fifty Years of Progress in Business Education

(continued from page 54)

knowledge of office procedures and the use of electronic and mechanical equipment. The small office will follow much the pattern of today. In all office work there will still be routine activities. Preparation for jobs will require more of the diversification we now offer, much of it keeping abreast of rapid changes. Although business will show the way, educators will have to work more closely with business.

Economic education for all secondary pupils will be a must. Failure to provide it has been a glaring weakness of public education. Business education should correct this.

Increased pupil retention will present many problems in caring for the slow-to-learn. Business and industry will find jobs for them, but business education must train them first.

Business educators have a big job —along with those in general education—of improving the language and computational arts. Business teacher education must recognize this need in preparing teachers, and classroom teachers must see that part of their task is to seek the improvement. It is a public necessity.

Fifty Years of Progress in Home Economics Education

(continued from page 74)

visors, teacher trainers, and teachers in secondary schools.

Progrrams throughout the annual AVA convention week are presented for the home economics division as a whole. Separate programs are scheduled for supervisors, teacher trainers, and secondary school teachers. Convention programs have been a source of stimulation and inspiration in that they have consistently presented issues or trends that affect family living, and the implications of new developments for the vocational program in home economics. These meetings provide the single annual opportunity for vocational home economists throughout the nation to get together with others in vocational education and exchange ideeas about the promotion and furhter development of the vocational program. Many of the significant developments of the program throughout the years were initiated in AVA convention sessions.

Public Interest

Strong public support has been an important factor in the development of the vocational program of home economics. Because of its purposes and the nature of its membership, the American Home Economics Association has consistently supported moves for promoting and developing vocational education, especially home economics. Various trade groups, farm groups, women's organizations and community groups have demonstrated time and again their confidence in home economics as an important phase of vocational education and have directed their efforts toward promoting adequate financial provision for the support of the program. School administrators and school staffs, state and national professional educational organizations have contributed to the recognition and development of home economics as an integral part of the total program of education.

Probably the most effective and widespread support, however, has come from individuals throughout the nation who have been closely associated with those enrolled in vocational home economics classes and have seen concrete evidences of the contribution this form of education has made to their growth and development. It is these persons at the grass roots level who have done much to influence public recognition of education for family living.

Fifty Years of Progress in Vocational and Practical Arts Education

(continued from page 38)

The fifty years since 1906 have been remarkably fruitful years in the history of vocational and practical arts education in the United States. Whatever the future may bring, history will doubtless give a large place to the first half of the twentieth century. They were years marked by the two most devastating wars of all time, the discovery of the meaning and method of releasing the power of the atom, the transformation of transportation and communication, and the amazing applications of electronics to the work of man. They have been years of uncertainty, confusion, and fear, not only in America but in the whole civilized world. Every thinking person realizes that man has reached the threshold of a great new era. Whether it will be an era of rapid progress or the end of life on earth no one can know; but there is much to encourage the belief that man is about to enter history's greatest period of human advancement.

It is not surprising, then, to find that during such a stormy period an educational movement of the nature and social significance of vocational and practical arts education should have achieved progress commensurate with the other major areas of national life.

The nation owes a debt of gratitude to the able and patriotic men and women who have furnished inspiration and leadership for vocational and practical arts education through the years. They have underwritten the remarkable progress of the national program.

"We praise the men of action whose leadership has assured vocational education of recognition as a truly great phase of democracy's educational system. We hold dear the dates of the great events which were milestones in our progress. We respect the vigor with which our leaders have fought for those principles which have been proved correct—have fought for all that is important and noteworthy. To the future of vocational education, the most important record is the story of those principles and how they evolved." [5]

[5] Hawkins, Layton S., Charles A. Prosser, John C. Wright. *The Development of Vocational Education.* Chicago. The American Technical Society, 1951. p. V.

Fifty Years of Progress in Agricultural Education

(continued from page 46)

change, there would not be the expenditure of nearly all provided funds upon the high school.

We have not developed the basic local, state and national policies we need, or the machinery whereby policy can be wisely and democratically made. We lack the facts and the research we require. We are ill prepared to make the decisions which lie ahead.

We have put all of our agricultural education "eggs" in one vocational "basket," apparently unaware that everyone in our society has need for some appropriate form of agricultural education.

Agricultural educators have always faced serious problems, but the program has survived and grown. The problems they now confront are no less serious than those the founders met, but now we have resources available to solve these problems which were unknown to the founders. It is quite possible that greater gains will be made in the next half-century than in the last half, but these will not be automatic. Careful thinking and courageous action are still required.

When its time for fun and relaxation, head away from teaching cares in the luxurious new Studebaker-33. Styled for beauty and built for performance, this all-aluminum, all-welded boat was designed by James Studebaker, former welding instructor in the Topeka, Kansas Trade School, and is being produced in his modern boat manufacturing plant.

The Studebaker-33 is a 14-ft. craft with the steering wheel assembly included as standard equipment. There are also other Studebaker models. All are constructed with styrofoam flotation blocks under the seats for safety. All are sturdily built to give years of maintenance-free boating pleasure. Write for circular giving complete specifications and prices.

J. STUDEBAKER BOAT CO. . . Post Office Box 915, Topeka, Kansas

(Continued from page 18)

asked to be relieved, the Executive Committee told me again, "that's your baby."

Although the nation was still strangled with depression and markets and exhibitors were retrenching rather than expanding, our commercial friends stayed with us. Then, as now, they were a part of us and would not be denied the opportunity to carry their "end of the stick."

It was as president, secretary, editor and exhibits chairman that I prepared and presented to the House of Delegates amendments to bring industrial arts into "full fellowship" with a vice president on the Executive Committee.

John A. McCarthy, *retired New Jersey Assistant Commissioner for Vocational Education—*

THE FORMULATION OF VOCATIONAL education legislation for appropriations involves exchanges of ideas and mutual help by state leaders.

When plans were being made for the George-Barden Act, Dr. Ralph Woods, AVA President, called to Washington Jim Perky, Director in Oklahoma and Fred Smith, then Director in Arkansas.

Fred came wearing new shoes—the only pair he brought with him. He had to walk a lot on the hot pavements and in the office buildings on the "hill."

At the night session in the AVA office, Fred could no longer tolerate his aching feet. So he and Jim Perkey agreed to exchange shoes as a cooperative measure for Fred's benefit. The exchange was effected with both their heads under the table when Ralph was being very serious.

Suddenly he stopped talking and, after a few seconds of painful and deliberate self-control, he addressed Jim and Fred:

"If you two kids will get your minds back up here and off your feet, we can perhaps complete our plans before midnight!"

Previous to 1940 the vocational program in general and trade and industrial offerings in particular were sharply criticized. General education leaders and others complained that trade preparatory schools lagged behind industrial developments and consequently offered little help in job preparation.

The fact that these attacks were unjustified became clear when vocational schools went into operation as training centers for the National Defense Program, and, later, for war and food production.

Contributions of the program during World War II are a matter of record. Commendation came from those who were high in the federal service in directing the operation of military forces.

President Franklin D. Roosevelt signed the bill authorizing appropriations for the National Defense Program June 30, 1940. Many trade and industrial schools opened their doors for trainees July 1, 1940. First to be trained were from the unemployment rolls of the WPA. In a short period of time these men and women were producing members of society.

Philip L. McNamee, *Director of Educational Research, American School,*

I HAVE ALWAYS BEEN a great admirer of the AVA and its officers. I was active in the Vocational Association of the Middle West, and did all of their printing when I was instructor at the Hibbard High School. At that time Dr. Prosser, Mr. Cooley, Mr. Bogan and Tom Quigley—all good friends of mine—were very active. James McKinney was treasurer and L. W. Wahlstrom secretary.

When I was Assistant Superintendent in Chicago I received an AVA Life Membership.

It makes me very happy to see the organization grow under such fine leadership. There has never been more harmony at the present time.

Raymond W. Heim, *Delaware Assistant Superintendent for Vocational Education*

In 1917 I was appointed Regional Agent for the North Atlantic Region—a country boy from the hills of Pennsylvania and just as "green as grass." Dr. Prosser, the first Director for the Federal Board for Vocational Education, told me shortly after I was appointed that I was entirely too boyish looking and that something must be done about it. He suggested that I grow a mustache, which I did—kept it, too, for two or three years after coming to Delaware in 1919.

Not only was I too boyish looking, but I didn't know how to dress. The conventional dress of the big city was so different from the dress of the country folk. Dr. Prosser helped me to "ripen" a little and I bought my first overcoat with a fur collar which many may recall from early photos.

* * *

Mrs. Anna Burdick was appointed Special Agent, Women's Trades. I already knew the provisions of the Smith-Hughes Law, but Mrs. Burdick had to learn it from the very beginning, so we worked on it together, learning all the mandatory and discretionary provisions.

Mrs. Burdick was a very fine woman and no matter what she asked you to do, it was just no trouble at all. At that time, I was indulging in smoking and "chewing" cigars—enjoying it, too. However, Mrs. Burdick didn't approve of this and one day took me aside and gave me a lecture on the evil effects of tobacco and implored me to give it up. She painted such a dirty picture that I was glad to stop—in fact, she did such a good job that I didn't even want to look at a cigar for five or six years.

Verd Peterson, *retired South Carolina State Director of Vocational Education—*

DURING THE HOOVER Administration, the Wilbur Committee decided all federal appropriations for vocational education should stop. The Bureau of the Budget and Congress began to plan on this.

Paul Chapman and a few of us got busy to block the movement.

Cotton Ed Smith, Senator from South Carolina, had not concerned himself much about vocational education. But when he heard the Republicans were cutting out federal aid he put his whole force back of it. As Chairman of the Senate Agricultural Committee where vocational legislation went first, for hearings, Cotton Ed championed vocational education.

Up to this time, South Carolina A and M College had been lukewarm about federal aid, but the Wilbur Committee's plan to limit their funds put them on the band wagon for vocational education. The Wilbur Committee opened the way for a new day for Vocational Education in South Carolina, and the entire country.

Florence Fallgatter, *Head, Home Economics Education, Iowa State College—*

AT THE SAN FRANCISCO Convention in 1940 an important step was taken to bring together three national organizations with sections designed for teachers, supervisors and teacher trainers in home economics. They were the National Education Association with its Department of Secondary and Elementary Schools, the American Home Economics Association, and the American Vocational Association with its home economics division. Because of duplication of interests

(Continued on page 110)

NAVE typographic service, inc.

2025 Gallaudet Street, N.E. • Washington, D. C.

Congratulates the

American Vocational Association

and the Nation's Program of

Vocational and Practical

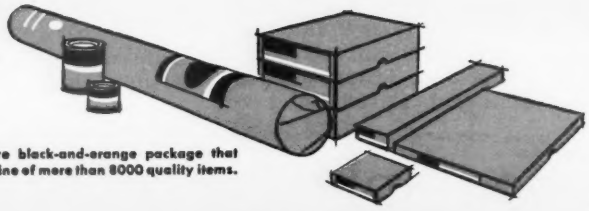
Arts Education for

50

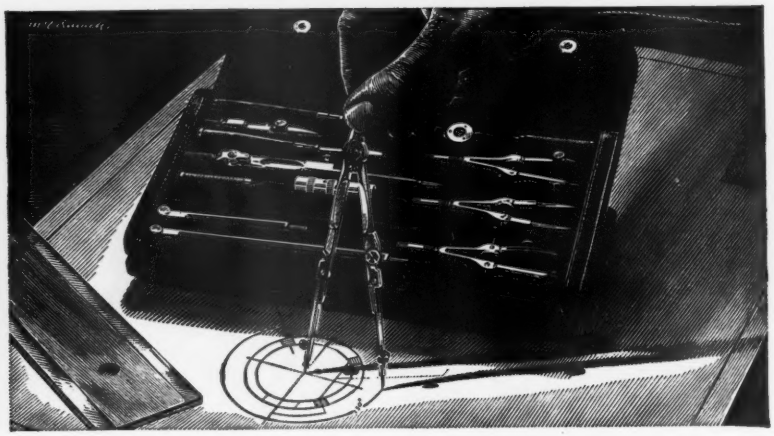
Years of Progress

THE HIGHEST OF DISTINCTIONS IS SERVICE TO OTHERS

DIETZGEN



Look for the distinctive black-and-orange package that identifies the Dietzgen line of more than 8000 quality items.



DIETZGEN

Drawing Instruments

The choice and pride of engineers the world over

for more than seventy years

Every year thousands of young men reach the point in their schooling where the purchase of a set of drawing instruments is required. Whenever such young men are the sons of technically trained fathers, or when they have the benefit of guidance by any elders in engineering, it is almost certain they will insist on Dietzgen Drawing Instruments and refuse all substitutes. These are the drawing instruments engineers use and recommend. For more than seventy years they have been the choice and pride of leading engineers the world over . . . the accepted standard of precision and value.

Few purchases ever deserve such careful selection as a set of drawing instruments. First, such instruments are normally bought but once in a lifetime. They can thus prove either a good investment for many years to come or a source of unending annoyance and regret.

PROTECTION FOR A LIFETIME WITH A DIETZGEN LIFETIME SERVICE POLICY

Many "bargain" sets of drawing instruments are either orphans or soon become orphans; their makers out of business, repair parts and replacements impossible to obtain. The Dietzgen Lifetime Service Policy enclosed in each set of Dietzgen Drawing Instruments provides that Dietzgen will maintain master stocks of all instrument parts for the full lifetime of the set's original purchaser.

DIETZGEN

EVERYTHING FOR DRAFTING SURVEYING & PRINTMAKING

But of even greater importance is the fact that the kind of drawing instruments a young man selects almost always has a marked effect on his thinking and development during the vital formative years. Fine drawing instruments can inspire him. They can provide both a challenge to his ambition and an example of the high standards he must learn to recognize and respect if he is ever to rise above the ordinary in his chosen profession. The precision, craftsmanship and pride of possession he will find in his set of genuine Dietzgen Drawing Instruments may well prove the very foundation for a brilliant and rewarding career.

Dietzgen Drawing Instrument Sets are made in a wide range of sizes and prices to meet every need. They are featured with pride by the better dealers in every community.

EUGENE DIETZGEN CO.

Chicago • New York • San Francisco • New Orleans • Los Angeles • Pittsburgh • Washington Philadelphia • Milwaukee • Seattle • Denver Kansas City • *Dealers in All Principal Cities*

THIS I REMEMBER

(Continued from page 106)

and the possibility of membership in one seeming to obviate affiliation in the others, it seemed necessary to try to preserve the unique contribution each could render the growing field.

It was my privilege as Vice President of the AVA for Home Economics to arrange a first meeting.

Dr. Gladys Branegan, then President of the AHEA, attended. She was a most willing, helpful member of this original group. Incomplete records fail to recall others, but I think Beulah I. Coon and Dora L. Lewis were also there.

Following several deliberations, a National Coordinating Council in Home Economics was proposed. It was to have two representatives from each organization serve on a rotating basis for three years. Purposes were:

- To review programs of the three groups and offer suggestions and recommendations for future programs
- To stimulate needed studies of national concern to home economics teachers and to suggest how to carry them out
- To offer suggestions to the program planning committees for the annual meeting of each group
- To consider matters of common concern referred by one of the three groups

Each of the three parent organizations approved and has supported the council ever since.

Its accomplishments and current program are well known to home economics educators today through annual reports carried in official publications. The most recent appears in the September, 1956 *Journal of Home Economics*, pages 554, 556.

Tribute should be paid to the many who have served as members of the Council through the years.

L. S. Hawkins, former Director of Educational Research, American Technical Society

At the 1913 Grand Rapids meeting of the National Society the most heatedly debated question was whether or not a vocational guidance section should be formed.

The answer was no—not for lack of interest in vocational guidance, but because most members felt it was not yet time to divide into sections—unity was of vital importance.

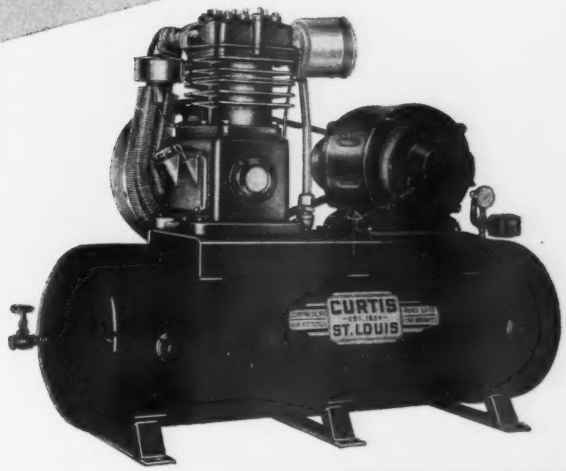
I recall this meeting as a pleasant interlude in a two-week trip visiting schools in Minnesota, Wiscon-

(continued on page 110)

train young men with Curtis equipment

CHANCES ARE THEY WILL WORK WITH IT LATER

precision made with 102 years of experience



NEW CURTIS "CV"

¼ thru 15 H.P.

FEATURES:

- Positive unloader (not affected by Power Failure)
- Timken main bearings
- Centro-Ring Pressure Oiling
- ASME Tank with ASME Safety Valve

ALL-PURPOSE SINGLE POST FRAME LIFT (FULL HYDRAULIC)

Provides maximum accessibility to speed up shop work *and* costs less to buy—less to install than any type of two-post Lift. 60″ wheelbase range.

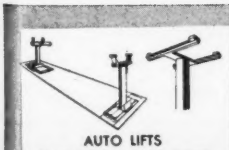
For complete technical data on any CURTIS products— mail a post card to CURTIS, listing products in which you are interested.

Remember YOU CAN COUNT ON OUR 102nd YEAR

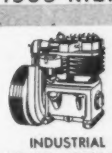
Curtis

MANUFACTURING COMPANY • PNEUMATIC DIVISION

1909 KIENLEN AVENUE • ST. LOUIS 20, MO. CM-8


AUTO LIFTS SINGLE AND TWO POST

HIGH PRESSURE CAR WASHER


INDUSTRIAL AIR COMPRESSORS

AIR HOISTS AIR CYLINDERS

PACKAGED AND REMOTE AIR CONDITIONING EQUIPMENT

AMERICAN TECHNICAL SOCIETY
Publishers since 1898

With deep appreciation and the highest regard, born of fifty vigorous years of pleasant and fruitful association, we join in salute to the AVA, our constant companion and fellow crusader is the cause of vocational education. American Tech extends best wishes for fifty more years of even greater fulfillment.

BE SURE TO CHECK THE LATEST ATS VOCATIONAL TEXTBOOKS IN YOUR FIELD AT THE 1956 AVA CONVENTION. THE BOOKS LISTED ARE AVAILABLE, ALONG WITH OTHERS AT BOOTH 103 AND 104.

1. **BUILDING TRADES BLUE-PRINT READING, PART 1** $2.75
2. **AUTOMOTIVE BRAKES & POWER TRANSMISSION SYSTEMS** $6.95
3. **AUTOMOTIVE ELECTRICAL SYSTEMS** $6.25
4. **MASONRY SIMPLIFIED, VOLUME 1** $5.40
5. **RADIO-TELEVISION AND BASIC ELECTRONICS** $4.95
6. **METALLURGY** $5.50
7. **CABINETMAKING AND MILLWORK** $6.50
8. **MACHINE TRADES BLUE-PRINT READING** $2.95

SEND FOR 30-DAY EXAMINATION COPIES OF ONE OR SEVERAL OF THESE UP-TO-DATE, DEFINITIVE TEXTS.

Gentlemen:
Please send on-approval copies of the texts indicated by number circled below.

1 2 3 4 5 6 7 8

Name.....

Position.....

School.....

Address.....

City..... Zone..... State.....

AMERICAN TECHNICAL SOCIETY
Dept. W272 848 E. 58th St.
Chicago, Ill.

THIS I REMEMBER

(continued from page 108)

sin and Michigan with Lindley Dennis, then the new director in Pennsylvania.

Those who have read the report of the 1914 Commission know the bill recommended provision of funds to train home economics teachers but funds to pay teachers salaries in this field were not included.

Representative Horace Towner of Iowa, a member of the House Committee on Education, helped to get the words "home economics" inserted between the words "trades and industry" in various sections of the Act. It was generally understood that Mrs. Towner's interest in the American Home Economics Association was responsible for this recognition.

To safeguard the interests of trade and industrial education a limit of 20 per cent was put on the amount to be used for home economics. The George-Reed Act of 1929, for the first time, made equitable provision for salaries of home economics teachers.

Thomas H. Quigley, Head, Industrial Education, Georgia Institute of Technology—

MEMORIES COME FLOODING back from over the eventful, rapidly rolling years of vocational education's ascendency. Some are of trivialities. Some are of endeared coworkers. Some are of leaders and statesmen whose distinguished contributions glow in educational his-

(Continued on page 112)

NEW OLDER— FREE FOR YOUR GUIDANCE FILE

"VOCATIONAL OPPORTUNITIES IN THE HOTEL AND INSTITUTIONAL FIELD"
The hotel and institutional field offers unusual opportunities today to men and women, both young and mature. The Lewis School—original and only school offering both resident and home study hotel training courses has prepared a FREE folder for Guidance Officers giving full details about this fascinating field. Write on your letterhead to

LEWIS HOTEL TRAINING SCHOOL
Vocational Guidance Div., Room BR-4904, Wash. 7, D. C.

APRONS and COATS

Economical. Protect students clothes. Good quality material. 2 pockets. 4 colors and sizes. "SHOP ORGANIZATION" book with each order. Prepaid shipment.

Instructors coats. Exclusive design. 4 pockets. SENT ON APPROVAL. Green, Tan, Blue, Gray, White.

WRITE FOR CATALOG NO. 28
"The School Apron Folks"
CAN-PRO Corporation
23 E. McWILLIAMS STREET
FOND DU LAC, WIS.

PROVEN TEXTS for VOCATIONAL TRAINING

BASIC ELECTRICITY — BASIC ELECTRONICS
by Van Valkenburgh, Nooger & Neville, Inc.

fabulous ILLUSTRATED Training Courses now used by the U. S. Navy!

Over 25,000 Navy trainees have already learned Basic Electricity and Basic Electronics this easy "Picture Book" way! Now, for the first time, the basics of Electricity and Electronics as "Learn-by-Pictures" training courses are available to schools. Over 1,700 simple, easy-to-understand drawings actually make up **more than half** the entire material! No other Basic Electricity or Basic Electronics courses in America use this revolutionary illustrative technique. Students learn **faster** and **easier** than has been dreamed possible!

There's **a complete idea on every page!** And there's at least one big illustration on that same page to explain it! What's more, in the Basic Electricity course, an imaginary instructor performs "demonstrations" that make it even **easier** to understand. Then, at the end of every section, there are review pages that highlight the important topics just covered.

Sponsored by the Navy to turn out trained technicians in record time, these modern courses present Basic Electricity and Basic Electronics in a simple way that everyone can grasp.

Basic Electricity and Basic Electronics already are adopted texts in many schools throughout the nation.

BASIC ELECTRICITY
#169 Soft Cover: 5 volumes, 624 pp., 6 x 9". Only $9.00 per set
#169-H Cloth Bound: all 5 volumes in a single binding. Only $10.50

BASIC ELECTRONICS
#170 Soft Cover: 5 volumes, 550 pp., 6 x 9". Only $9.00 per set
#170-H Cloth Bound: all 5 volumes in a single binding. Only $10.50

ARITHMETIC FOR ENGINEERS
(5th Edition, Revised)
by Charles B. Clapham
A PRACTICAL MATHEMATICS text. Ideal for teaching or self-instruction for shop machinists, shop mechanic trainees, tool and die maker trainees, mechanical engineering students at the industrial level, mechanical drafting trainees . . . and all others who want to learn the elementary mathematics of Mechanics.
Written for use in schools and for home study. Ideal for industrial upgrading.
More than 390 numerical examples of solutions fully explained. More than 1,950 problem exercises. Answers to problem exercises.
Cloth Bound, 558 pp., 5½ x 8½", illus.
#183.....Only $6.50

ADVANCED TV SERVICING TECHNIQUES
by RETMA
A complete advanced TV servicing course, developed by the Radio-Electronics-Television Manufacturers Association. Shows how to use every conceivable type of text equipment, how to service every part of a TV receiver. Explains latest techniques. Soft Cover, 8½ x 11".
MAIN TEXT, 192 pp., illus.
#161.....Only $3.60
LABORATORY WORKBOOK, 32 pp.
#161-2.....Only $ .95
INSTRUCTOR'S GUIDE: Available to schools only, at no charge.

35mm. FILM STRIPS
Dramatic VISUAL AIDS, actually produced from the artwork appearing in this widely-acclaimed course.

Strip #1: 43 frames, showing "faulty" picture tube patterns.
#FS161 .....Only $4.00

Strip #2: 115 frames, showing every single illustration appearing in the Main Text.
#FS161-2 .....Only $11.00

35mm. FILM STRIP: 50 single frames, teaching trouble diagnosis and recognition in HORIZONTAL AFC-OSCILLATOR CIRCUITS in television receivers. Complete with Instructor's Synopsis . . . . satisfaction guaranteed.
#FS1680 .....School Price $5.95

SEND FOR 30-DAY APPROVAL COPIES
SCHOOL DISCOUNTS APPLY

JOHN F. RIDER PUBLISHER, INC.
116 West 14th St., New York 11, N. Y.
In Canada: Charles W. Pointon, Ltd.
6 Alcina Ave., Toronto, Ontario

Fifty Years of Progress in Industrial Arts

(Continued from page 82)

AIAA

A national association for industrial arts teachers was discussed first in 1939 at the American Association of School Administrators convention in Cleveland. Twenty or so industrial arts leaders from different parts of the United States came together to discuss the place and functions of industrial arts in American schools and the possible advantages of a national professional body. The second day was devoted almost entirely to forming an organization, later termed *The American Industrial Arts Association.* A tentative constitution provided standing committees for elementary schools, secondary and special education, teacher education, and adult and post school education.

In November, 1941, the executive committee met at Turkey Run Park in Indiana, and decided to publish a magazine, *The Industrial Arts Teacher,* which grew from four pages in 1941 to its present 32 pages.

The Association became a department in the National Education Association in 1942, and since that time has represented the interests of industrial arts at all major educational events directed by the NEA or any of its 30 departments.

Membership in the American Industrial Arts Association had reached 1,479 by 1948, when it held its first full-scale convention in Washington, D. C., with several hundred attending. Since then, membership increased better than threefold, and the annual convention attendance has increased to 1200 in 1955.

The association has two consituent organizations, The American Council on Industrial Arts Teacher Education and The American Council of Industrial Arts Supervisors. Each has its own officers, committees, programs and publications.

Fifty Years of Progress in Distributive Education

(Continued from page 66)

The challenge is clear. Our leadship must leave no stone unturned to wipe out the remnant of confusion that still persists.

Planning and developing. The leadership is presently challenged to develop sound programs on which it can make wise use of the funds at its command.

Renewed emphasis upon stepping up the facilities of mass distribution to move our gigantic national product into consumption must be accompanied by scientific experimentation and research to cut costs and improve methods.

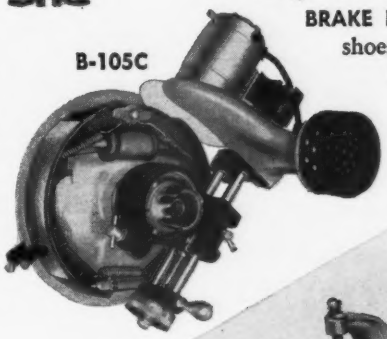
Maintaining standards. Using money in a school system poses no problem; using it under the provisions of a sound state plan for vocational education offers a genuine challenge.

The mandate is clear. The leadership in vocational education will be tested as it faces these major challenges, but administrators and supervisors have within their grasp a rare opportunity to build a new and vital service in our national life.

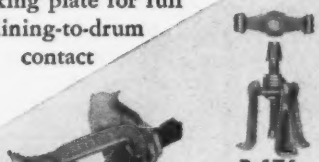
Order Your

BRAKE SERVICE TRAINING EQUIPMENT NOW!

BRAKE DOKTER . . . precision fits brake shoes while in position on the backing plate for full lining-to-drum contact



B-105C



B-176 Wheel Puller

B-130 Lining Clamps

B-83 Air Riveter

B-174

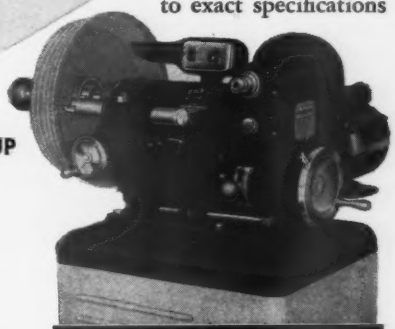
B-175 Cylinder Clamps

B-173-1 "C" Washer Pliers

B-165 Speed Hone

DRUM DOKTER . . . refinishes brake drums to exact specifications

B-186C Hydraulic Brake Bleeder



B-500 UP

See This Equipment
A. V. A., Booth 209
Dec. 3 thru Dec. 7
or Visit the
BARRETT BRAKE SCHOOL
2101 Cass Avenue
for details on Special Educational Discounts

BARRETT EQUIPMENT CO.
21st & Cass · St. Louis 6, Mo.

A COMPLETE COURSE in color decoration and leather finishing

COLOR IN LEATHERCRAFT
by Robert Muma

Includes 12 progressive exercises, a finishing chart, and list of manufacturers. $1.50.

Designed to be used with 4 pattern books ($1.50 each) including 52 projects and instructions for embossing, making lapel pins, bookends, and billfolds.

Craftsman Supply Co.
Scottsville, New York

THIS I REMEMBER

(Continued from page 110)

tory. From the dark days of 1933 come back incidents of brilliant significance, somehow overlooked in written histories of the program.

Many readers of this Golden Anniversary JOURNAL will remember that in the fourth year of the depression the Administration, under the opportunistic guise of cutting government expenses, had introduced into the Senate an economy bill that would have eviscerated the whole gamut of educational grants-in-aid under the Smith-Hughes Act to the states for land-grant agricultural stations, agricultural extension, home demonstration and vocational schools.

Even our staunchest Senate supporters were discouraged by the cry on all sides to cut expenses.

Out of the gloom, however, the venerable and beloved Senator Peter S. Norbeck of South Dakota arose to defend the Smith-Hughes Act, and Senator Warren R. Austin of Vermont led a fight to save the Morrill Act. Through the months, each of these statesmen grounded himself in the principles and operation of all federal grants-in-aid to practical education and worked ceaselessly to win others to his cause. And both soon came to feel that grants-in-aid could be saved only as a whole and not as separate laws. So Senator Norbeck yielded leadership to his younger colleague and the effort gathered momentum in the bill that became famous for a time as the Austin Amendment.

To Senator Austin the fight was not only to save for our country the forms of education he so devoutly admired, but also to preserve a historic contribution of his state. For Senator Morrill, father of the land-grant colleges, and Senator Page, author of the first vocational bill, were from Vermont. On these two causes, with no little show of emotion, Senator Austin said he would stake his political life. It was an unselfish dedication of his great mind, his enthusiasm, and his charm.

Not only was he fighting his own administration, but his own Vermont people traditionally were admired as tight on the purse strings, private and public; and all New England was regarded as cold to federal aid.

Toward the close of the session the grants-in-aid were saved — unanimously, as I remember—by the long struggle started by Senator Norbeck and carried to victory by Senator Austin.

To them, the American Vocational Association—and our nation—owe a great and peculiar debt—one I have never before seen expressed in print.

H. M. Jellison, *Director of Vocational Education, Akron, Ohio—*

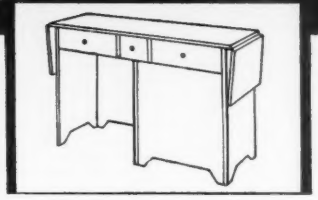
IT HAS BEEN my privilege to have been actively associated with the old Mid-West Association, starting in 1916. In 1925, at Cleveland all the organizations interested in vocational education were merged into the American Vocational Association. I served as Co-Chairman of the Educational and Commercial Exhibits at that meeting and worked with such leaders as L. H. Dennis, Edwin Lee, Lew Wilson, Dr. Prosser and many others.

It was never my ambition to hold an Association office, but I did get pleasure and satisfaction in working behind the scenes and helping the Association over rough and trying times. I have served on the Nominating Committee several times and in two instances which I remember, I believe I was able, with the help of the other committee members, to

(Continued on page 116)

if you teach sewing...

you need this unique
PFAFF DOUBLE DUTY SCHOOL CABINET!



Start Them Off Right with a PFAFF AUTOMATIC

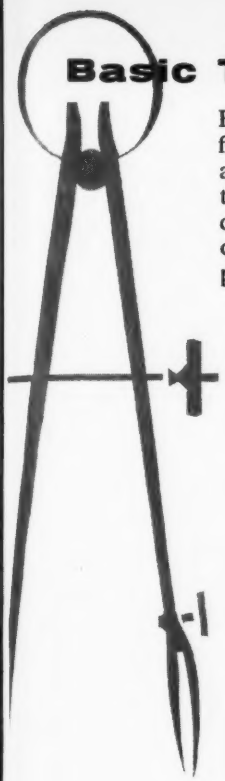
Modern sewing is PFAFF AUTOMATIC sewing! Here is a machine that has everything—zig-zag and straight sewing action, exclusive DIAL-A-STITCH control, full rotary mechanism, built-in automatic NEEDLE THREADER, automatic bobbin winder —and many other features that make your teaching easy, practical, and up-to-date!

WITHOUT a doubt, *this* is the finest school cabinet available today. Cleverly designed for *two* sewing machines, students face each other—thus saving space and reducing equipment investment. This new Pfaff cabinet has special covers with locks for storing the machines. Pull-down front panel makes bobbin replacement simple. Spacious center compartment is ideal for sewing accessories and personal belongings. Closed dimensions, over-all: 48″ x 18″ x 31″. Open dimensions: 72″ x 18″ x 31″. Neutral finish. Fits all Pfaff machine heads!

Why don't you write for complete details about this cabinet and about the PFAFF SCHOOL PLAN?

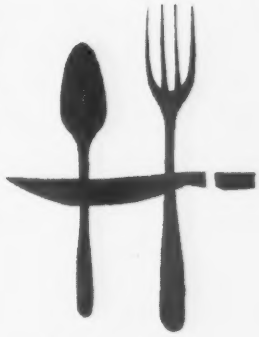
373 Fifth Avenue, New York
216 N. Canal St., Chicago
1142 S. San Julian St., Los Angeles
2435 Duncan Rd., Montreal

PFAFF®



Basic Technical Drawing by Henry C. Spencer

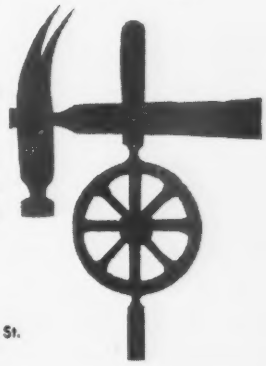
Basic Technical Drawing is *the* new book in the technical drawing field today. According to the best modern teaching methods, the author emphasizes principles in a step-by-step development of basic techniques and processes. Beginners and teachers will appreciate other self-teaching features—abundant detailed illustrations, clear definitions of technical terms, and thoroughly-tested practical problems.



For a complete, practical program in homemaking—

THE MACMILLAN HOME ECONOMICS SERIES

FAMILY MEALS AND HOSPITALITY, *Revised,* Lewis-Peckham-Hovey
FAMILY LIVING, *Revised,* Duvall
HOUSING AND HOME MANAGEMENT, Lewis-Burns-Segner
CLOTHING CONSTRUCTION AND WARDROBE PLANNING, Lewis-Bowers-Kettunen



Modern Woodworking Projects

By J. S. Turnbull

Here are forty shop-tested designs for hand and machine woodworking projects that are attractive, useful and salable. A working drawing, sketch, and photograph illustrate every step of every project.

The Macmillan Company

60 Fifth Ave. New York 11 | 2459 Prairie Ave. Chicago 16 | 1360 Spring St., N.W. Atlanta 9 | 501-7 Elm St. Dallas 2 | 111 New Montgomery St. San Francisco 5

Our sincerest congratulations to the American Vocational Association on their Golden Jubilee. Having just celebrated our own sixtieth anniversary, we know the feeling of pride in being able to look back on a half century of progress. We are proud to be a part of the American educational System and to participate in the 50th anniversary celebration of the American Vocational Association.

You are cordially invited to stop in to visit our modern new home on Route 66 at Towanda Avenue, Bloomington, Illinois.

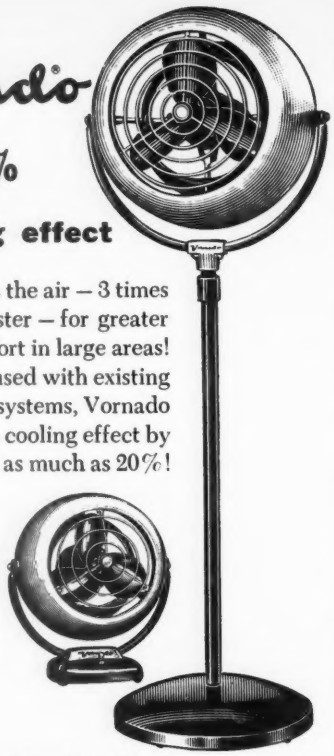
McKNIGHT & McKNIGHT PUBLISHING COMPANY

Vornado

GIVES 20%

greater cooling effect

Moves ALL the air – 3 times farther...3 times faster – for greater cooling comfort in large areas! When used with existing air conditioning systems, Vornado *increases* cooling effect by as much as 20%!



Vornado

JUST COOLS BETTER!

Products of

The O. A. SUTTON CORPORATION, Inc.

WICHITA • KANSAS

Specialists in the manufacture of comfort cooling appliances

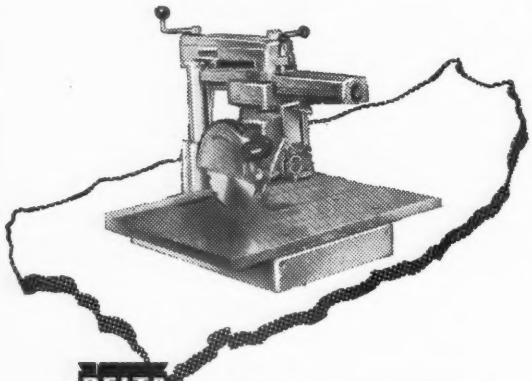
we are proud that

DELTA

woodworking machines supplied by us, have been used successfully in the

PUERTO RICO VOCATIONAL SCHOOL

for more than 24 years



DELTA **DELTA quality Power Tools**

DELTA . . . PRIDE OF THE NATION'S SCHOOLS

Los Muchachos

Sucrs. de A. Mayol & Co., Inc. San Juan, P. R.

AMERICAN VOCATIONAL JOURNAL

January, 1956 - December, 1956

AGRICULTURAL EDUCATION

A School Administrator Salutes Vo-Ag, by James H. Johnson ... p. 19, Feb.
Charts and Graphs, by Raymond M. Clark ... p. 27, April
Fifty Years of Progress in Agricultural Education, by Dr. H. M. Hamlin ... p. 22, Oct.
Future Farmers Meet in Egypt, by Louis M. Sasman p. 24, Oct.
How Louisiana Trains Farm Mechanics, by A. E. Robinson ... p. 14, Sept.
How Vermont Trains Farmers, by Richmond Young .. p. 6, Mar.
Vocational Buyers Guide for Agricultural Education p. 25, May
What Do Vo-Ag Teachers Like Best About Their Profession? by Vernon B. Sultenfuss and Arthur M. Ahalt ... p. 19, April
What to Do About PR in Vo-Ag, by George F. Ekstrom ... p. 22, Mar.

AMERICAN VOCATIONAL ASSOCIATION, INC.

An AVA Convention First—Youth Speaks ... p. 8, Jan.
AVA Honors Lister Hill of Alabama ... p. 21, Feb.
AVA Officers 1956 ... p. 29, Jan.
Inside Story—'55 AVA Convention, by Arthur Wrigley ... p. 6, Jan.
New Life Members ... p. 30, Jan.
1956 AVA Program of Work ... p. 19, Mar.
1956 Commercial Exhibitors ... p. 29, Nov.
1956 Convention Plans ... p. 27, Sept.
Now Is a Time for Greatness, by Cecil Stanley ... p. 26, Jan.
Official List of AVA Committees ... p. 28, May
Personalities at the Convention, by John A. McCarthy p. 12, Jan.
Resolutions Approved by AVA ... p. 15, Jan.
See You in St. Louis ... p. 12, Jan.
Ship Ahoy! ... p. 101, Dec.
The 50th Annual Vocational Meeting Program ... p. 15-26, Nov.
The 50 Golden Years, by M. D. Mobley ... p. 9, Dec.
The Ship Honors Past President Frank C. Moore ... p. 15, Jan.
Treasurer's Report, 1955, by Dr. Charles W. Sylvester p. 40, Jan.
Tribute to Lindley H. Dennis, by Raymond H. Heim p. 37, Jan.
Tribute to J. C. Wright, by J. C. Woodin ... p. 37, Jan.
Tributes Mark Charles W. Sylvester's Retirement ... p. 33, Sept.
We Were There ... p. 16, Jan.
What AVA Has Done for You ... p. 34, Nov.

BUSINESS EDUCATION

Building for Business Programs, by Rodney G. Wessman ... p. 25, April
Fifty Years of Progress in Business Education ... p. 47, Dec.
For Work Well Done, by Vern Frisch ... p. 16, May
How Virginia Trains for Business, by L. A. Hill ... p. 27, Oct.
Vocational Buyers Guide for Business Education ... p. 18, Sept.
The Case for Field Trips, by L. Marguerite Crumley p. 18, Feb.

DISTRIBUTIVE EDUCATION

DE Does It Again! ... p. 29, April
Employee Committees Help Adult DE Programs, by James A. Dorsey ... p. 10, Mar.
Fifty Years of Progress in Distributive Education ... p. 57, Dec.
How Minnesota Trains for Distribution, by Warren H. Hutchins ... p. 20, Oct.
Learning to Make Their Own Teaching Aids, by William B. Logan ... p. 16, Feb.
Role-Playing, by Warren G. Meyer and Peter G. Haines ... p. 15, Mar.
The How and Why of Student Selection for Distributive Education, by Everett Wadsworth ... p. 22, May
Vocational Buyers Guide for Distributive Education p. 18, May

EDITORIALS

Dr. E. Allen Bateman ... p. 5, Nov.
Hobart Corning ... p. 4, April
Phil M. Donnelley ... p. 2, May
F. E. Engelman ... p. 4, Mar.
Raymond Gary ... p. 2, Feb.
Carl Gray ... p. 4, Mar.
C. L. Greiber ... p. 6, Sept.
Lister Hill ... p. 5, Oct.
J. F. Ingram ... p. 4, Jan.
Walter Kohler ... p. 6, Sept.

M. D. Mobley ..... p. 5, Jan.; p. 3, Feb.; p. 3, Mar.; p. 3, April; p. 3, May; p. 4, Sept.; p. 3, Oct.; p. 3, Nov.; p. 5, Dec.
Mark Nichols ..... p. 5, Nov.
J. B. Perky ..... p. 2, Feb.
Samuel Spencer ..... p. 4, April
Hubert Wheeler ..... p. 2, May

GENERAL VOCATIONAL

Creative Thinking, by Samuel W. Caplan ..... p. 19, May
Education Platforms ..... p. 32, Oct.
Fifty Years of Progress in Vocational and Practical Arts Education, by Dr. Arthur B. Mays ..... p. 29, Dec.
House Approves Full Amount of George-Barden Funds for Vocational Education ..... p. 21, April
How Rhode Island Plans for the Future ..... p. 30, Oct.
I Believe in Vocational Education, by Robert B. Meyner ..... p. 13, Jan.
Investment in Security, by A. K. Getman ..... p. 55, Dec.
Preview from Industry ..... p. 21, Dec.
Puerto Rico Celebrates 25 Years of Federal Funds ..... p. 31, Nov.
St. Louis Names New Technical High School for John O'Fallon ..... p. 11, May
Skills Are First, by C. M. Miller ..... p. 13, May
The Area Vocational School Story ..... p. 6, Oct.
The JOURNAL Salutes Connecticut, by Emmett OBrien and Harvard H. Ellis ..... p. 5, Mar.
The JOURNAL Salutes Missouri ..... p. 4, May
The JOURNAL Salutes Oklahoma ..... p. 4, Feb.
The JOURNAL Salutes Utah ..... p. 7, Nov.
The JOURNAL Salutes Washington, D. C. ..... p. 5, April
The JOURNAL Salutes Wisconsin ..... p. 7, Sept.
The WHCE Committee Report ..... p. 27, May
Vocational Buyers Guide ..... p. 14, Sept.
What Are the Values of Creative Work? by Arthur K. Getman ..... p. 15, Feb.
What Lies Ahead, by John J. Cronin ..... p. 19, Dec.

HOME ECONOMICS

Fifty Years of Prograss in Home Economics Education p. 67, Dec.
Homemaking Education as Rehabilitation, by Olive Hall and Elva Marshall ..... p. 17, Mar.
Homemaking Wiped Out! Would It Make a Difference? ..... p. 17, May
How Colorado Trains Homemakers, by Horace Wubben ..... p. 29, Oct.
Safety Rules for the Home ..... p. 26, May
The Development of Homemaking for a Productive Economy, by Ruth C. Cowles ..... p. 11, Mar.
Our Changing Society, by Helen G. Hurd ..... p. 16, April
Vocational Buyers Guide for Home Economics ..... p. 19, Sept.
Who Will Take Your Place? ..... p. 12, Feb.

INDUSTRIAL ARTS

A Project in Plastics ..... p. 27, Mar.
Ceramics, by Vernon D. Seeley ..... p. 14, April
Fifty Years of Progress in Industrial Arts Education ..... p. 75, Dec.
Industrial Arts Clubs, by H. O. Thomas ..... p. 14, May
Industrial Arts in Connecticut, by G. Wesley Ketcham p. 12, Mar.
Vocational Buyers Guide for School Shop ..... p. 19, Sept.
Where Are the Gutenbergs? by Kermit A. Seefeld ..... p. 24, Feb.

TRADE AND INDUSTRIAL

Advisory and Joint Apprenticeship Committees, by H. E. Dickerman ..... p. 20, May
Connecticut's Regional Vocational-Technical Schools, by Dr. Joseph T. Nerden ..... p. 14, Mar.
Fifty Years of Progress in T & I Education ..... p. 83, Dec.
Here's How Warren, Ohio, Built Six T & I Shops, by W. K. Dunton ..... p. 24, Mar.
How Michigan Trains Practical Nurses, by H. J. Van Westrienen ..... p. 14, Oct.
How Oregon Serves the Isolated Apprentice, by William G. Loomis ..... p. 23, April
How Oregon Trains Technicians, by W. W. Cox and W. D. Purvine ..... p. 17, Oct.
Second Annual National Leadership Development Conference ..... p. 32, Sept.
The Kentucky Evaluation, by Fred A. Martin ..... p. 13, Feb.
Vocational Buyers Guide for School Shop ..... p. 19, Sept.

VOCATIONAL GUIDANCE

Career or Choice—by Chance or Plan? by Herman J. Peters and Gail F. Farwell ..... p. 24, May
Guidance Finds the Answers, by Robert W. Stoughton p. 11, Mar.
How New Jersey Offers Guidance, by George Morgenroth ..... p. 25, Oct.

Surest thing in measuring STARRETT TOOLS

For over seventy-five years, Starrett Precision Measuring Tools have been lending to skilled hands the touch of sureness and accuracy that marks the finished craftsman. Give your boys the advantage of working now with the tools that are the choice of skilled workers in every craft and trade . . . STARRETT TOOLS. Write for free catalog. Address Dept. AV. The L. S. Starrett Co., Athol, Mass.

Starrett

SINCE 1880 WORLD'S GREATEST TOOLMAKERS

OREGON STATE COLLEGE
Department of
INDUSTRIAL EDUCATION

UNDERGRADUATE AND GRADUATE PROGRAMS

Graduate programs, designed to meet your individual needs, are planned in individual conferences.

Undergraduate programs in Vocational Industrial Education provide for an evaluation of trade experience through examination to allow college credit.

The industrial arts program will meet the approval of any state department of education for either special or a general secondary credential.

Home Economics Education provides, for your professional advancement, opportunities for study of recent trends in a diversity of areas — methods of teaching, organization and administration of homemaking education.

VOCATIONAL INDUSTRIAL EDUCATION
Two four-week terms — June 17 to July 12 and July 15 to August 9.
Two-week workshop in the operation of the Technical Institute — June 17 to 28.
Two-week workshop for Cosmetology Instructors — June 17 to 28.

INDUSTRIAL ARTS EDUCATION
Technical and professional courses in industrial arts teacher education available June 17 through August 9, in concentrated workshops of two weeks each or extensive programs in the 6- and 8-week session. Special leaflet and summer session bulletin available March 15.

HOME ECONOMICS EDUCATION
Six-week term — June 17 to July 26.
Three two-week workshops — June 17 to June 28; July 1 to July 12; July 15 to July 26.
An outstanding faculty of specialists in each area of study. Ample excellent housing. Combine a summer of study for professional advancement with a never-to-be-forgotten vacation in cool, green Oregon.

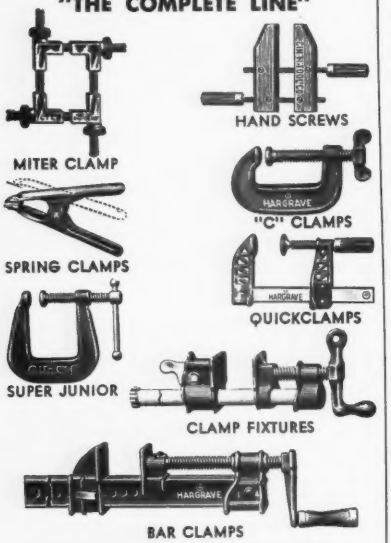
For catalogs and detailed information write to
OREGON STATE COLLEGE
Dept. E Corvallis, Oregon
Authorized by Oregon State Board of Higher Education

HARGRAVE Tool Tools
THE CINCINNATI TOOL COMPANY

CLAMPS

Individually Power-Tested for Better Performance

"THE COMPLETE LINE"



WRITE FOR FREE CATALOG

Shows a complete line of Clamps for all purposes, openings from ¾" to 12' and depths from ½" to 16", Chisels, Punches, Masonry Drills for hand and power hammers, Carbide Rotary Drills, Gasket Cutters, File Cleaners, etc.

Stocked by Your Local Distributor

THE CINCINNATI TOOL CO.
2003 Waverly Ave.,
Cincinnati 12, Ohio

EDUCATIONAL
AGRICULTURAL
FILMS
FREE

Write for catalog

THE VENARD ORGANIZATION
Peoria, Illinois

PLASTIC'S
For Industrial Art & Shop
SHEET PLASTIC
DYES - GLUES, ETC.
TOOLS & ACCESSORIES
JEWELRY FINDINGS

Low Prices — Fast Service

Send for our 20 page wholesale catalog of materials and projects.

Plastic Products Co., of Utah
371 South Main, Salt Lake City 10, Utah
P. O. BOX 1415

THIS I REMEMBER

(Continued from page 112)

smooth over situations which might have been most embarrassing. I have appeared on many programs and some of the papers which I have presented have been published in the JOURNAL and other magazines. I have been the Director of Vocational and Practical Arts Education in the city of Akron since 1925. During this time vocational education has had a good steady growth in Akron. Hower Vocational High School was established during this period and plans are now in progress to enlarge the present building and to expand the vocational program in Akron.

I have always been interested in education, particularly vocational education, which is the reason for my leaving industry in 1916 and going into the educational field. I have served on many civic and social committees on local, state and national levels.

Violett O'Reilly, *Principal, L. E. Rabouin Vocational High School, Baton Rouge, Louisiana*

FOR YEARS THERE WERE two small but active groups in our American Vocational Association, holding separate meetings at every convention, but working toward the same ends. The groups were the *Women's Trade School Principals' Association* and the *Local Directors' Association.* Finally, representatives of both met to discuss uniting.

It was as stimulating as meetings usually became when persons interested in the same objectives agree. As a result of a report made by the respective representatives it was decided to merge and to name the new association the *National Council of Local Administrators.* Today it is one of the most dynamic and active groups in the AVA.

Millinery
Bridal
Dressmaking
Supplies

Also Instruction Books
Send for free catalogue

LOUIE MILLER
65 E. Randolph St. Chicago 1, Ill.
½ block East of Marshall Fields

New Imported
CARVING TOOLS
HOBBYCRAFT SETS

FINEST GERMAN STEEL

Complete Line of Chisels, Gouges & Parting Tools in Straight, Long Bend, Spoon, Back Bend & Fish Tail. Over 30,000 Tools in Stock. Liberal Discounts to Schools & Dealers.

▶ FREE 8 Page Folder ◀

FRANK MITTERMEIER (Est. 1936)
3577 E. Tremont Ave. New York 65, N.Y.

OLIVER 18-in. Surfacer is unmatched for planing small stock

Turns out smoothest work. Takes stock 18" wide, 6" thick, short as 8½" when fed singly. One-piece base for permanent alignment of parts.

Finest ball bearings used for quiet, long service. Safe and easy to operate. Write for Bulletin No. 399.

Oliver offers a full line of woodworking equipment for schools

OLIVER MACHINERY COMPANY
Grand Rapids 2, Mich.

Get Timely Career
on

GUIDANCE MATERIAL
ELECTRONICS

Ideally suited for loan to interested young men. This is factual, timely information for the educator who must answer an increasing number of questions raised by seniors who do not plan to enter college.

- "What are the opportunities in the Electronics field?"
- "What type of training is needed to qualify as an Electronics Technician?"
- "Who offers the kind of training that meets standards desired by employers?"

These and other important questions about America's fast-expanding Electronics field (including Industrial Electronics . . . Automation Electronics . . . Television . . . Communications . . . Military Electronics . . . Radio-TV Sales and Service . . . Radar . . . Electronic Instrumentation) are answered in DeVry Technical Institute's well-illustrated Career Guidance Booklet.

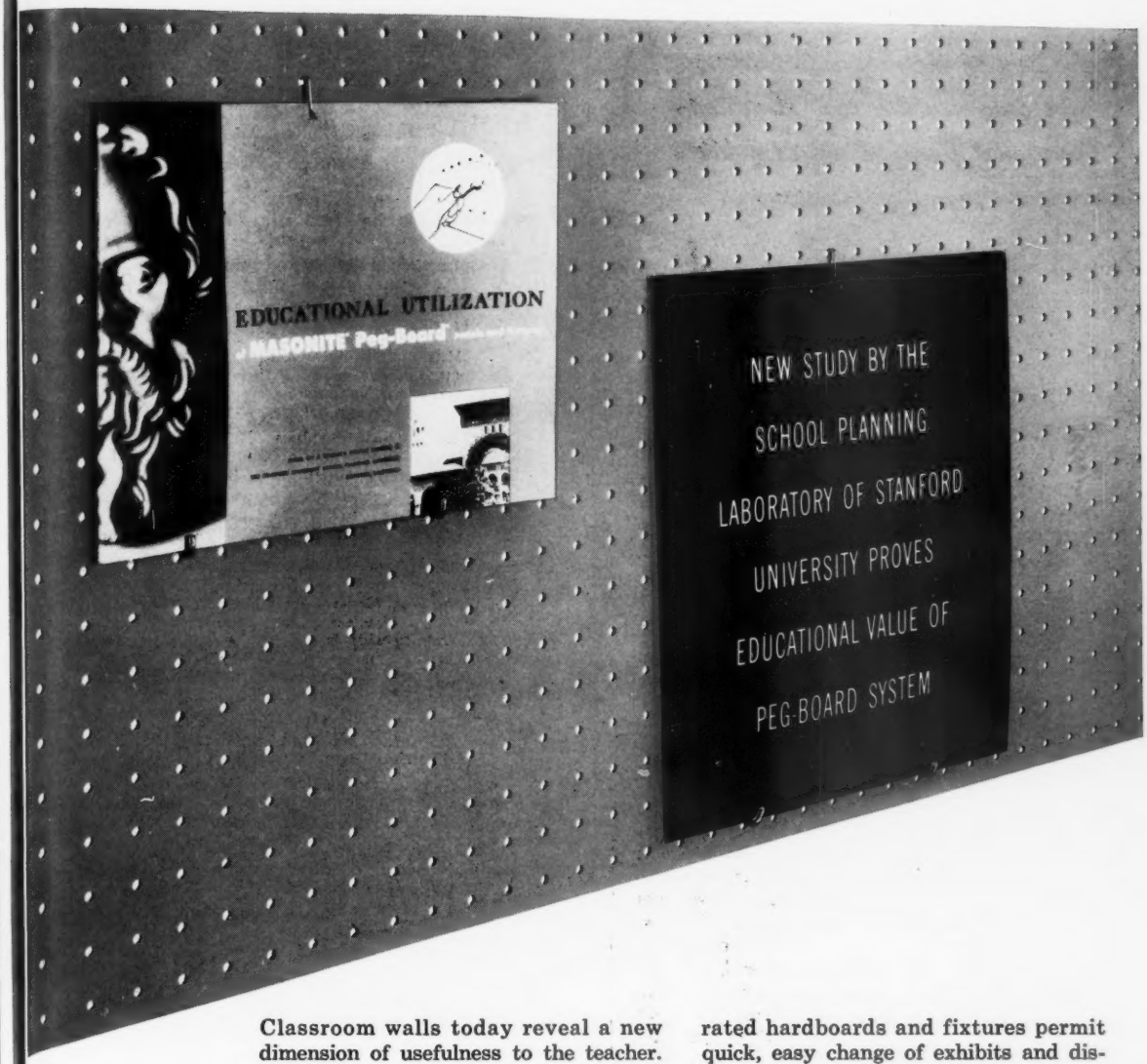
This informative publication is available without charge to educators upon receipt of a request on school stationery.

Ask for our special 2-year school calendar at Booth 79, AVA Convention, December 3-7 in St. Louis.

Write Dept. G-1

DeVRY Technical Institute
4141 Belmont Ave., Chicago 41, Illinois

MASONITE Peg-Board panels and fixtures go to work in the classroom



Classroom walls today reveal a new dimension of usefulness to the teacher.

A new research project, conducted jointly by the School Planning Laboratory of Stanford University and the Association of Public School Officials, tells how Masonite® Peg-Board® panels and interchangeable fixtures strengthen and enrich the school program.

Used as wall surfaces, free-standing panels or easels, these economical perforated hardboards and fixtures permit quick, easy change of exhibits and displays. They accommodate an almost unlimited variety of three-dimensional objects. They encourage the neat, orderly storage of classroom tools and equipment.

We would be happy to send you, without obligation, an illustrated booklet which describes this study and presents many ideas you can use in your work. Use the coupon below.

MASONITE® PRODUCTS

MASONITE CORPORATION
Dept. AVJ-12, Box 777, Chicago 90, Ill.

Please send me a free copy of "Educational Utilization of Masonite Peg-Board Panels and Fixtures."

Name.....

School.....

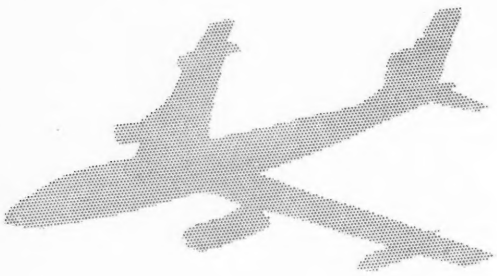
Address.....

City.....State.....

Zone.....County.....

®Masonite Corporation—manufacturer of quality panel products.

As part of the Aircraft Industry ...we congratulate the American Vocational Journal on its fiftieth anniversary of publication....



CONTINENTAL CAN COMPANY
PLANT 95
Coffeyville, Kansas

Congratulations, AVA

School Shop is just a foundling, compared to you. But in the 16 years of its existence, School Shop, we're proud to say, has been accepted by shop teachers everywhere as one of the necessary tools of their profession. And we pledge to give shop teachers an even more valuable magazine in the months and years ahead—helping them in their professional growth, in their shop activities, and in keeping them informed on new ideas, new items, and important happenings in the industrial-education field.

HAVE YOU SEEN OUR BOOKS?

Machinists' Ready Reference
A new pocket-sized handbook containing nearly 100 reference tables and charts on mathematical information; drills; tapers; screw threads; milling, shaping, turning; gears; weights, gages, tolerances; and general information. 120 pages. $1.50.

Modern School Shop Planning
A complete planning book covering all phases of planning for all types of school shops. Contains 37 diagrams, 102 photographs. 113 pages. $2.50.

Visit us in Booth 219, AVA Convention

School Shop

The Magazine for Industrial-Education Teachers

330 Thompson Street — Ann Arbor, Michigan

Program for the 1908 Meeting, National Society for the Promotion of Industrial Education[1]

Chicago, Ill.

January 23-25, 1908

Thursday, January Twenty-third
PUBLIC DINNER, 6:30 P.M.

Toastmaster: Mr. THEODORE W. ROBINSON, Chicago, Ill.
First Vice-President, Illinois Steel Co. and Chairman Illinois State Committee
"Industrial Education as an Essential Factor in our National Prosperity"

Dr. CHARLES W. ELIOT, Cambridge, Mass.
President, Harvard University

Hon. EDGAR E. CLARK, Washington, D. C.
Member, Interstate Commerce Commission

Mr. JAMES W. VAN CLEAVE, St. Louis, Mo.
President, The National Association of Manufacturers
"The Aims of the National Society for the Promotion of Industrial Education"

Dr. HENRY S. PRITCHETT, New York City
President, Carnegie Foundation for the Advancement of Teaching, and President of the Society

Friday, January Twenty-fourth
PUBLIC MEETING, 9:30 A.M.

Chairman, Hon. CARROLL D. WRIGHT, Worcester, Mass.
President, Clark College
"The Apprenticeship Systems as a Means of Promoting Industrial Efficiency"

ADDRESSES:

Mr. W. R. WARNER, Cleveland, Ohio
of the Warner & Swasey Co.
"The Apprenticeship System of To-day"

Mr. JAMES O'CONNELL, Washington, D. C.
President, International Association of Machinists
"The Value of a Thorough Apprenticeship to the Wage-Earner"

Mr. J. F. DEEMS, New York City
General Superintendent of Motive Power, New York Central Lines
"Trade Instruction in Large Establishments"

Mr. LESLIE W. MILLER, Philadelphia, Pa.
Principal, Pennsylvania School of Industrial Art
"The Necessity for Apprenticeships"

DISCUSSION:

Mr. E. P. BULLARD, Bridgeport, Conn.
President, The Bullard Machine Tool Co.

Mr. A. L. WILLISTON, Brooklyn, N. Y.
Director, Department of Science and Technology, Pratt Institute

Mr. C. W. CROSS, New York City
Superintendent of Apprentices, New York Central Lines

Prof. H. SCHNEIDER, Cincinnati, Ohio
Dean College of Engineering, University of Cincinnati

Mr. CHARLES W. PRICE, Chicago, Ill.
International Harvester Co.

and others.

Saturday, January Twenty-fifth
PUBLIC MEETING, 9:30 A.M.

Chairman: Mr. E. G. COOLEY, Chicago, Ill.
Superintendent of Schools and President, National Education Association

"The True Ideal of a Public School System that Aims to Benefit All"

[1] *The 1908 meeting of the National Society was the first for AVA's parent organization. The program is reproduced here from the original.*

ADDRESSES:

Mr. L. D. HARVEY, Menominee, Wis.
Superintendent of Schools

Mr. SAMUEL B. DONNELLY, New York City
Secretary, Massachusetts Commission on Industrial Education

Hon. CHARLES R. DAVIES, Weshington, D. C.
United States Congressman from Minnesota

DISCUSSION:

Mr. JAMES P. MUNROE, Boston, Mass.
Treasurer, Munroe Felt and Paper Co.

Miss JANE ADDAMS, Chicago, Ill.
Head of Hull House

Dr. S. C. DICKEY, Indianapolis, Ind.
President, Winona Technical Institute

Mr. BELTON GILREATH, Birmingham, Ala.
President, Gilreath Coal and Iron Co., and Chairman, Alabama State Committee

Dr. BENJAMIN IDE WHEELER, Berkeley, Calif.
President, University of California

and others.

ANNUAL MEETING OF THE SOCIETY, 3 P.M.

Chairman, Dr. HENRY S. PRITCHETT
Reports of President, Secretary and Treasurer; Election of Officers
Resolutions and General Business

Thursday, January Twenty-third
MEETING OF STATE COMMITTEES, 2 P.M.

Chairman, Mr. MAGNUS W. ALEXANDER, Lynn, Mass.
Engineer, General Electric Co., and Vice President of the Society
"Methods of Promoting Industrial Education"

Friday, January Twenty-fourth—(Continued)
PUBLIC MEETING, 2 P.M.

Chairman, Hon. HORACE E. DEEMER, Red Oak, Iowa
Justice of the Supreme Court of Iowa, and Chairman Iowa State Committee
"The Place of the Trade School in Industrial Education"

ADDRESSES:

Mr. VICTOR C. ALDERSON, Golden, Colo.
President, Colorado School of Mines
"The Effect of the German Trade School System upon the Development of German Industries"

Mr. CHARLES F. PERRY, Milwaukee, Wis.
"The Trade School as a Part of the Public School System"

Mr. MILTON P. HIGGINS, Worcester, Mass.
President, Norton Companies
"The Character of a Trade School that Will Meet American Industrial Needs"

Dr. GRAHAM TAYLOR, Chicago, Ill.
"The Effect of Trade Schools on the Social Interests of the People"

DISCUSSION:

Mr. G. GUNBY JORDAN, Columbus, Ga.
President, Eagle and Phenix Mills

Mr. F. J. McNULTY, Springfield, Ill.
President, International Brotherhood of Electrical Workers

Miss FLORENCE M. MARSHALL, Boston, Mass.
Director, Boston Trade School for Girls

Mr. CHARLES S. HOWE, Cleveland, Ohio
President, Case School of Applied Science

Mr. OTTO M. BECKER, Berwyn, Ill.

and others

PUBLIC MEETING, 8 P.M.

Chairman, Dr. HENRY S. PRITCHETT, New York City
"The Wage-Earner's Benefit from Industrial Education"

ADDRESSES:

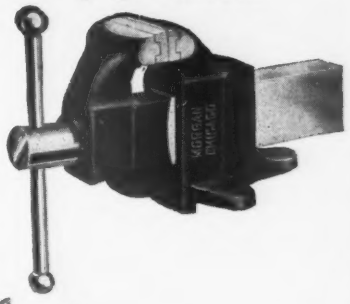
Mrs. ANNA CARLIN SPENCER, New York City
Society for Ethical Culture
"The Social Value of Industrial Education"

Mr. H. W. HOYT, Detroit, Mich.
Vice-President, Great Lakes Engineering Works
"The Development of Industries Depending on an Adequate Supply of Industrially Efficient Workers"

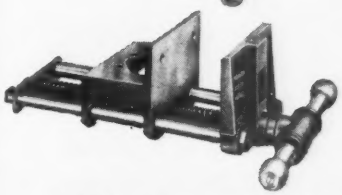
THE VISE TO SUIT YOUR NEED

MORGAN VISES

THE FINEST QUALITY
MOST COMPLETE LINE ON THE MARKET
unconditionally guaranteed



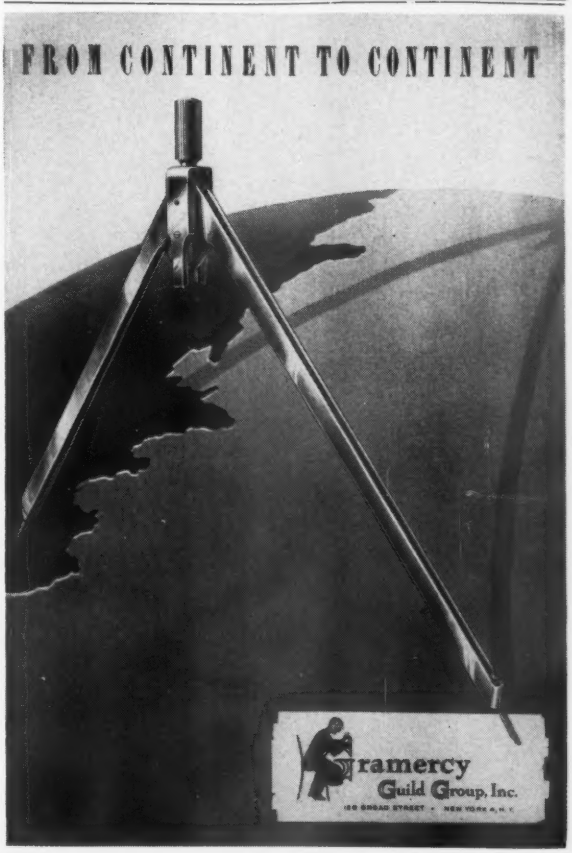
Machinists' Bench Vise



Woodworking Vises
Wide selection

Write for complete catalogue

MORGAN VISE COMPANY
108 N. Jefferson Street
Chicago 6, Illinois



RANSDELL INC.

DAY AND NIGHT
PRINTING SERVICE

DUpont 7-6420-1-2-3-4-5-6

810-16 Rhode Island Avenue, N. E.

WASHINGTON 18, D. C.

HOW TO INTEGRATE MONEY MANAGEMENT INTO YOUR TEACHING.....

Any student activity in which money is involved offers an opportunity for training in money management. By helping your students work out a spending plan for clothes, club dues, party refreshments, and other expenses, you are preparing them for the wise handling of the money they are or will soon be earning.

The integration is easier when you have materials that deal with the problems of planning and spending income in specific, everyday terms. A wealth of such material is described in the new folder published by the Money Management Institute of Household Finance Corporation.

Twelve booklets are listed, each dealing with subjects like "Your Clothing Dollar," "Your Equipment Dollar," "Your Food Dollar" and "Money Management for Young Moderns." Also included is information about five filmstrip lectures which provide dramatic classroom demonstrations of sound money management in action.

The coupon on this page will bring you, by return mail, a copy of the program folder and a complimentary copy of one of the booklets.

These booklets and filmstrips are made available to teachers as part of this company's broad program to provide expert financial guidance for American families

MONEY MANAGEMENT INSTITUTE
HOUSEHOLD FINANCE
Corporation

MONEY MANAGEMENT INSTITUTE
HOUSEHOLD FINANCE CORPORATION, DEPT. AV-12-56
PRUDENTIAL PLAZA, CHICAGO 1, ILLINOIS

Please send me____free copies of your new Money Management Program folder which describes booklets and filmstrips available to teachers, and a copy of the 1956 revision of "Your Equipment Dollar."

NAME_____

ADDRESS_____

CITY_____ ZONE____ STATE_____

SCHOOL OR ORGANIZATION_____

ISSUE

It would in my estimation be tragic indeed to do anything at this time to weaken America's program of vocational education. Instead, we should be taking steps and supporting measures of every sort that will help to strengthen the program and make it available for a larger percent of our people. It does not require too much vision to anticipate a program quadrupled in size and scope, as well as financial support, within the next decade.—

Senator Walter F. George, 1956.

THIS SPACE MADE AVAILABLE

TO THE

AMERICAN VOCATIONAL ASSOCIATION

IN RECOGNITION OF ITS

50th ANNIVERSARY

COURTESY OF

DELTA POWER TOOL DIVISION
ROCKWELL MANUFACTURING CO.

UNIVERSITY MICROFILMS
ANN ARBOR MICH

UNIVERSITY MICROFILMS
300 NORTH ZEEB ROAD
ANN ARBOR MICH
74-17